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ABSTRACT

Described are 158 projects funded by the Fund for the Improvement of Postsecondary Education (FIPSE); about half are newly funded. The descriptions are each a page long, and provide the project director's name and address. Each project is also categorized by problem area and indexed by improvement approach, curricular content, institution type, population served, and region. The publication is intended to promote exchange of ideas and to introduce individuals to FIPSE's activities. (HSE)

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Resources for Change A Guide to Projects 1977-78

U.S. Department of Health, Education, and Welfare
Education Division

THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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THE FUND FOR THE
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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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EDUCATION DIVISION
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FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
Ernest Bartell, c.s.c., DIRECTOR DESIGNATE

FOREWORD

This is the third issue of Resources for Change, representing the projects supported by the Fund in 1977-78. When we began the series we chose its title in the belief that these volumes represent not capital resources, but those human resources essential to improvement--people, institutions and ideas. Our experience has proven that the volume is especially useful for those readers who take advantage of it to contact the project directors listed here to explore similar ideas. The volume also is one good entry to the Fund, since a grants agency should be judged by the projects it supports.

For this third edition we have taken further steps to make the projects accessible. Readers can quickly look over Fund projects in a new table of contents containing one-sentence descriptions and arranged by the broad problem areas described in the current guidelines (Program Information and Application Procedures, available at the address listed inside the back cover). This first glance should give some idea of the range of projects supported in a given area. But please note that virtually every Fund project could be listed under other problem areas as well as the one chosen here. Readers who want further breakdowns of projects by categories should consult the indexes at the back of the book; this year they list projects by Improvement Approach, Curricular Content, Institutional Type, Population Served, and Region.

The heart of the book is the project descriptions themselves. Once again these have been chiefly written by the project directors. We have suggested a standard format, but we have not tried for exact conformity. We believe that the rich diversity of Fund projects is both our strength and theirs.

The Projects

The 158 projects described in this book indicate that meaningful improvement is possible within postsecondary education, despite unprecedented budget constraints and a supposed falling off of interest in experimentation and change. In fact Fund projects are proof that educational practitioners, advancing ideas developed in local contexts, continue to be the best hope for solving the enduring problems of providing economical and effective education beyond high school: problems like meeting the particular needs of adults, women and minority students; recognizing the value of learning wherever it occurs; and strengthening liberal learning despite the apparent appeal of strictly vocational training.

Not all of the projects are developing wholly new approaches to problems. Often ideas are being woven into new contexts or taken in new directions. All the projects do represent an element of

risk-taking. They cannot now be certain that their efforts will succeed; likewise, they cannot now predict all the possible benefits of their efforts.

About half of the projects represented here are newly funded. The others are renewals for another year of an ongoing activity. All of these projects succeeded in the very stiff competition of the Fund's Comprehensive Program. Most important, they all accept the responsibility that goes with federal funding, which includes sharing information with others. This publication is a first step in that direction.

The Fund

Established by the Education Amendments Act of 1972, the Fund seeks to encourage reform, improvement and innovation in postsecondary education. The Fund is a separate organizational unit within the Department of H.E.W. under the general supervision of the Assistant Secretary for Education.

The designated Director of the Fund is (Rev.) Ernest Bartell, c.s.c. The Director and staff of the Fund are responsive to a fifteen-member, Secretariially-appointed Board of Advisors composed of educational and public interest representatives. They assist in the determination of funding priorities and in the review of proposals.

The Fund provides assistance to postsecondary educational institutions and agencies, including not only colleges and universities but also private trade, technical and business schools; counseling, referral, and testing agencies; professional associations; state educational agencies; new as well as established educational institutions; student organizations; cultural institutions and organizations; and free-standing community groups.

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Alabama Consortium for the Development of Higher Education (ACDHE)
Alabama Open Learning Program
Tuscaloosa, Alabama

The relative underdevelopment of educational opportunities in certain geographical regions requires improvement at several levels. Twenty percent of the families in rural Alabama earn incomes below the poverty level. Fifty-nine percent of the population over 16, about 1.3 million people, do not have a high school degree. The United States Office of Education and the State of Alabama are beginning to reach this population with a demonstration grant for Adult Basic Education which offers the General Equivalency Degree. But the question remains: How is it possible to meet the postsecondary needs of these new learners and of others who require non-traditional opportunities and approaches for basic and vocational education?

The Alabama Consortium for the Development of Higher Education is uniquely situated to respond to these problems. Its member institutions in central Alabama provide an unusual mix of large and small, public and private, black and white, sectarian and non-sectarian campuses, along with the State's only women's college. ACDHE, through its Alabama Open Learning Program (AOLP), is responding to the broad range of learner needs by providing a unique combination of educational services not previously available. Essentially, the AOLP combines a flexible instructional capability with a unique career oriented counseling service which features computerized as well as manual sources of occupational, academic and support information.

Simulation and gaming techniques were uniquely applied to select and train a network of adult part-time, para-professional counselors. These counselors have received intensive training in career and academic advising techniques and are uniquely prepared to assist learners in making career and educational decisions. To assure an absolute non-partisan counseling approach, the counseling and information arm of the project has been removed from the academic unit and situated in "neutral" sites such as community libraries and local school board facilities. Instructional services (which include the development of extended degree options) will be facilitated by a network of campus based coordinators at the six Consortium institutions and through key personnel within other postsecondary institutions in the project area.

The project should evolve a replicable and comprehensive model for improving the delivery of counseling and information services to poorly served adult populations. Another important outcome objective of the project will be to support its operation principally through the institutions and clients it serves. Additionally, the use of simulation gaming techniques to select appropriate personnel for the project counseling positions may provide a new and important tool for the entire social services field.

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The American College Testing Program (ACT)
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The College Outcome Measures Project (COMP) was organized in 1976 by ACT to develop assessment devices and procedures to measure and evaluate general education knowledge and skills, assumed to be acquired by undergraduate students, that are relevant to effective functioning in adult roles. ACT is currently being assisted in this effort by Alverno College, Brigham Young University, Delaware County Community College, Florida International University, State University System of Florida, Mars Hill College, Our Lady of the Lake University, Tennessee Higher Education Commission, and the University of Nebraska-Lincoln. Three other institutions, Michigan State University, Florida A & M and Colgate University will be added during year 2 of the project.

The first major step in the project was the preparation and distribution of a document listing the general education knowledge and skill expectations commonly held by the participating institutions and agencies. This was followed by the preparation and distribution of a general development plan and a set of specific assessment procedure blueprints. From these specifications, a preliminary assessment package was developed to measure the six broad domains of *communicating, solving problems, clarifying values, functioning within social institutions, using science and technology, and using art*. A field research tryout of the assessment package was conducted at the participating institutions in the spring of 1977 involving a total of 450 students. An evaluation of the results of these tryouts, and revisions and additions to the assessment package are currently underway.

By the end of the second year, the project will have developed an assessment package composed of three instruments: (1) a measurement battery employing open-response (short answer, essay, and oral) questions, (2) an objective test using multiple-choice questions and (3) an activity inventory using student self-report items. All three instruments will assess knowledge and skill in the six domains identified as the focus of the project.

It is because of the primary focus of COMP on relevant adult competencies that the assessment package has taken on some rather unique features, including the use of:

1. realistic stimulus material drawn from the adult public domain (television documentaries; articles, advertisements, short stories, charts and diagrams from magazines and newspapers; letters to editors; business memoranda; discussions; telephone calls; speeches; art posters and prints; musical recordings; films).
2. questions that require application of knowledge and skills to problems and issues commonly confronted by adults.
3. an open-response format (as well as the usual multiple-choice) to require students to provide their own answers rather than the easier task of selecting from among given answers.

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American Council on Education (ACE)
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The number of working adults enrolled in degree programs has been growing steadily over the past several years. They are increasingly requesting that colleges and universities recognize and award credit for their prior learning. It is estimated that as many as 15 million adults participate in formal courses offered by such non-educational organizations as businesses, unions, government agencies, and voluntary and professional associations. Prior to the existence of the Program on Noncollegiate Sponsored Instruction, postsecondary institutions had to conduct their own assessments of a student's non-collegiate learning experiences in order to award appropriate credit. The Program was created to give colleges a better basis for making credit awards by evaluating formal courses offered by noncollegiate organizations and establishing credit recommendations which are published and distributed to colleges and universities throughout the country. The evaluations are done by teams of subject-matter specialists from postsecondary institutions and noncollegiate organizations who examine the course materials and program administration and formulate credit recommendations.

The Program began in 1974, in collaboration with the New York Board of Regents. Its purpose is to establish a national system for the evaluation of noncollegiate-sponsored coursework relying on the coordinated efforts of the American Council on Education and state agencies conducting program activities at the state level. The significance of the Program lies in its ability to provide a cost-effective means for postsecondary institutions to provide academic recognition for the hundreds of thousands of adult students throughout the country who annually attend the courses evaluated by the Program. In so doing, students can avoid needless duplication of learning and the educational opportunities provided by both the collegiate and noncollegiate sectors can be effectively integrated.

Now entering its fourth year, the system includes the Commonwealth of Pennsylvania Department of Education and the Consortium of the California State University and Colleges as collaborating agencies. More than 1,000 courses offered by 100 organizations have been evaluated by all the Program Offices. The first national Guide was published in 1976, and a second one will be published at the end of 1977.

While the first two years of the Program were devoted to developing the system and in addressing technical questions of the evaluation process, the third and fourth years concentrate on the development of the national system. Program activities will focus on the decentralized growth of the Program through the collaboration of additional states.

During the second and third years, the Program made considerable gains in becoming self-sufficient. Participating organizations were charged for the site visits, and copies of the Guide were sold. Financial self-sufficiency and organizational integration will continue to be a major question during the next year.

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American Council on Education (ACE)
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Few women hold policy-making positions in higher education. A recent survey by CUPA of 52 positions covering 18,035 administrative employees from 1,037 institutions shows that only 16 percent of such positions are held by women. Among chief executives of accredited U.S. colleges and universities, according to data compiled by the Office of Women in Higher Education (OWHE), fewer than 5 percent are women. Because of under-representation of women in administration, the higher education community suffers a loss of intellectual talent, potential leadership, and female role models for students and other professionals. Since the problems facing higher education demand the best talent available, the higher education community cannot afford to have competent women administrators minimally involved in policy determination. Equally important, women are entitled to the opportunity to contribute at the highest administrative levels.

OWHE has begun a program to address the problem of increasing the number of high-level women administrators. The National Identification Program for the Advancement of Women in Higher Education Administration is the major focus of the Office for the next three years. The development plan includes: 1) selection of state coordinators who hold high-level administrative posts; 2) appointment of state planning committees representative of higher education within each state; 3) formation of state panels of leaders who influence and shape state education policy; 4) identification of women administrators in each state and development of programs to promote their advancement; 5) appointment of a National Panel of prominent educators; and 6) the holding of ACE National Forums to promote acquaintance and the exchange of ideas among women administrators and National Panelists, thereby increasing the visibility of competent women.

FIPSE support specifically addresses the role of the National Forums in the overall program. The Fund has provided support for the evaluation of the first two Forums and the funding of one ACE National Forum in 1978, for approximately 30 participants and National Panelists. The evaluation process will be designed jointly by OWHE staff and selected consultants. The evaluation will be formative in nature, involving an on-going assessment of program design permitting use of findings to guide the design of succeeding forums.

The first Forum is scheduled for September, 1977, at the Wingspread Conference Center of the Johnson Foundation in Racine, Wisconsin. The topic is "Leadership and Management of Higher Education in the 1980s." Three additional Forums will be held in 1978, one of which is supported by the Fund.

Outcomes expected from the National Forums include: 1) assistance to women administrators by National Panelists through mentorships, personal consultations, nominations, recommendations for positions and for membership on advisory boards, councils, committees, and participation in programs; 2) increased professional activity and higher levels of professional involvement and visibility of women administrators as reflected by the number and nature of nominations, interviews, appointments to administrative positions, and membership in state or national committees, boards, and councils; and 3) manifestation of continuing interest by participants in the issues discussed at the Forums as reflected in publications, speeches, participation in programs or discussions with colleagues.

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American Federation of State, County, and Municipal Employees, District
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The Educational Department of District Council 37 provides education and career development programs for municipal personnel employed by the City of New York. For many of these workers, municipal employment, the civil service, represented the port of entry into the economic mainstream, into the primary market of jobs with potential for advancement benefits and security. Many employees are high school graduates or have earned a high school equivalency but do not have the necessary skills to continue on to postsecondary educational programs. For that reason the Education Department engages in a variety of "transitional" activities designed to enable high school graduates to prepare for some next educational or training step.

The project focuses on developing and expanding individualized services necessary to support transitional adult education. These are counseling, testing and assessment, and remediation. In the area of counseling, the project will assess student needs and goals, and implement programs relevant to them. In particular vocational counseling, student workshops and the establishment of a Vocational and a Career Resource Library will be undertaken. In addition the project will extend additional services needed by an adult student population.

Testing and assessment activities explore the appropriateness of existing standardized achievement tests for working adults and develop testing programs taking the special needs of the population into account. Vocational interest testing is also being explored.

Finally, the project is exploring ways of hastening the acquisition of basic reading and writing skills by testing existing educational tools (including audio visual materials) presumably created for adult populations. As necessary the project creates new instruments and explores the feasibility of bringing these services to the employee's work site rather than having workers attend classes at some other school location.

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**American Foundation for Negro Affairs
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AFNA is a national community-based organization founded in 1968 to assess and monitor the efforts of Blacks to achieve social and economic progress in American society. In 1970, the severe under-representation of Blacks in professional fields led AFNA to devise a model plan for increasing the number of Black professionals in medicine and law. Briefly, the AFNA Plan involves the cooperation of educational institutions, parents, and community groups in identifying and recruiting promising young Black students and providing enrichment classes, one-to-one preceptorships, and tutorials for them.

The emphasis of the AFNA program is on access; the strategy is to provide intensive developmental activities to young inner-city Black students so that they can compete successfully for entry into professional schools. The program is comprehensive: the sixteen year old student would typically be involved in the AFNA program continuously throughout his/her late high school, college and professional school career. AFNA has had demonstrated success in implementing this model in Philadelphia with a medical program. A recent evaluation demonstrated that ninety-eight percent of students enrolled in the AFNA Philadelphia program at the eleventh grade are accepted into, and enter, college. And at the end of four years, seventy-one percent of students who entered college were still there or had graduated.

With Fund support, AFNA will implement the AFNA model in New Orleans, designed to increase the minority representation in the legal field. The primary objective is to recruit and introduce the students to the profession of law and to motivate and prepare them for careers as lawyers. Using the same strategy previously developed in Philadelphia, a student will enter AFNA his/her junior year and experience a variety of enrichment classes and legal preceptorships developed by a city-wide steering group including law professionals, educators, and representatives of the community.

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Seventy-five percent of the members of the American Political Science Association are college teachers or graduate students who expect to teach, yet few of them have been trained "how to teach". Political scientists are not atypical. College faculty are rarely prepared to assume teaching roles. Most graduate programs concentrate on learning research methodologies and conducting research, and are reluctant to commit faculty resources and the graduate student's time toward concerns such as "how students learn". For the few programs that offer students some teacher training, the state of the art is much like a "cottage industry": efforts are dispersed and faculty are poorly informed about the efforts of their colleagues. Hence, there is a need to provide meaningful, useful professional training in teaching and learning. The APSA has developed a program to fulfill this need. The strategy and format for the program are based upon surveys of faculty and upon the lessons learned from the previous social science teacher education programs.

The APSA is implementing a training program for college teachers in government, politics and public policy. The focus of the project is the initiation and improvement of one-week intensive short courses in teaching methods, learning theory and evaluation. Using its network the APSA invited applications from 1400 political science departments to the first sessions of the courses. Participants were selected on the basis of their commitment and of their institutions willingness to have them share the methods that they learn. In the summer of 1977 the second series of short courses was held in conjunction with the Association's annual meeting. Forty teachers took the courses, all coming at their own expense. The courses will again be reviewed and they will be made available to other institutions through workshops conducted by the graduates of the first two institutes. On the basis of the success of the first two programs, APSA has won a grant from the Lilly Endowment to continue the program for 1978-79.

Through the project activities, the APSA is creating a cadre of teachers who are well trained in both traditional and innovative teaching techniques, and who can share these experiences with their colleagues. Through the program, the Association hopes to establish teacher training as a valued component of professional education in the social sciences. Ultimately, by improving the abilities of faculty to use alternative teaching strategies, it is hoped that the overall quality of undergraduate education will be improved.

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Concern with quality of undergraduate teaching of sociology led the American Sociological Association to launch an organized program to address these needs. Funded by FIPSE, a three year project called "A Program of Assessment, Articulation, and Experimentation in Undergraduate Teaching of Sociology in the United States" addressed the following issues: (a) to evaluate and improve sociology undergraduate curricula, (b) to assist teachers improve their competence as teachers, (c) to examine institutional arrangements which affect the quality of undergraduate teaching, (d) to facilitate the development of a network of communication among teachers of sociology, and (e) to enhance the involvement of the American Sociological Association and other sociological organizations in programs concerned with teaching.

Working teams, regionally distributed, included one hundred twenty sociologists from universities, four year colleges, and community colleges who volunteered to work on this project. The three years during which the project was funded yielded significant interest throughout the discipline and resulted in a much larger wave of demands and expectations than the available staff, the grant funds, or the time could meet. At the end of the three year period, the project staff is confronted with innumerable opportunities and a vast array of demands. In this project these activities are transferred from the framework of a funded project into the organizational routines of sociological societies, the customary arrangement of educational institutions, and the habits of the individual teacher of sociology.

To accomplish these objectives, this project focuses on disseminating and interpreting the yields of the first three years. Working with the national, regional, state, and local sociological societies, the project staff demonstrates teaching resources and approaches to teaching improvement to individuals, institutions, and organizations involved in the teaching of sociology. Through the development of further resources and through the conduct of workshops, the project shares its products and its findings with teachers, administrators, and organizational officers. Having its participants distributed throughout the United States enables the project to work with various sociological organizations and to facilitate more effective participation of teachers of sociology in the affairs of the discipline.

The main objective of this project is the institutionalization of concern with teachers and with teaching into all facets of sociology. At the end of this eighteen month project, the American Sociological Association will have absorbed a support system for teacher concerns and teacher improvement. Through the Association and its Section on Undergraduate Education, a resource exchange for teachers of sociology will be an ongoing program. Regional and state associations, also, will have accommodated significant programs to topics of concern to teachers and will have encouraged research into teaching itself. There will be, at the end of this project, a network of communication and common action among teachers in sociology with a life of its own, capable of continuing without the reliance on a funded project.

This project will serve as a model to other disciplines in their effort to enhance teaching. It will serve also as a case study for planning and implementing significant social changes in large organizations.

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**Association for Innovation in Higher Education
St. Petersburg, Florida**

Many students find that existing academic programs do not meet their needs. Over the past seven years, the Association for Innovation has stimulated a variety of innovations in calendar and curriculum designed to more adequately serve such students. However, the small amount which can be accomplished during brief annual meetings, a newsletter and other such means, is insufficient. Through the "Academic Leadership Development Program (ALDP)" the means are provided to pursue innovative efforts on a more sustained, intensive basis within a number of institutions.

In this program, fifteen "Fellows" identified as respected teachers committed to the development of innovative programs, are developing their skills as facilitators of change. They are assisted in this process by means of a series of workshops and other scheduled interactions with resource persons, ALDP staff, and each other. During the 1976-77 academic year, planning and application procedures were developed and Fellows were selected. An intensive ten-day workshop was held in July 1977. In September 1977, Fellows begin working with their faculty colleagues, students, administrators and others to develop realistic curricular and/or programmatic innovations. A specific "Contract" will be drawn up by each Fellow indicating the program(s) s/he plans to work with others to develop and implement. During 1977-78, they will refine their plans, and have programs on the way to implementation by the end of the academic year. Their progress will be supported and evaluated by other Fellows, an Evaluation Consultant, and ALDP staff members.

Intended outcomes include 1) an increase in each Fellow's skills as a change agent; 2) development of specific programs in faculty development, basic skills, curriculum and/or evaluation; and 3) establishment of means whereby continued change will be facilitated. Long-term outcomes grow naturally from those anticipated over a shorter period but also include greater "success" for students, that is, concrete evidence that students' programs, as enriched by ALDP projects, are more effective (in terms of learning), more enjoyable, and more useful.

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Baldwin-Wallace College
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In a self-study conducted in 1975-76, Baldwin-Wallace College re-affirmed its commitment to the liberal arts. The report of the study expressed the conviction that a liberal arts orientation is the best means of nurturing in all students those values which will lead to rich and productive lives and is also an effective basis for career preparation. It also recognized, however, that the increasing diversity of our student body in terms of age, academic preparation and motivation require a careful reconsideration of what constitutes a liberal arts education and how it can best be attained. The Mission Action Project (MAP) seeks to find ways to meet that challenge.

The MAP Project focuses on several tasks: revitalizing liberal arts throughout the College; increasing individualization of instruction; evaluating the impact of the educational program on learners; and, providing faculty and instructional development activities that will facilitate these objectives.

Activities of the Project include: offering seminars and workshops for members of the faculty; bringing consultants to the campus to give guidance on specific projects; providing released time and supported summer opportunities for faculty members to revise curricular offerings and to develop new skills to fulfill the goals of the Project; visiting other colleges that are working on concerns related to our Project; and offering individual consultation to faculty members who have specific needs and interests related to the problems identified here.

If MAP is successful, at least four goals will have been accomplished. First, all constituencies of the College will have come to a fresh understanding of the value of the liberal arts and sciences and an educational program will have been developed which provides the learner with the academic and personal qualities that stem from these values. Second, we will have expanded our abilities to serve effectively the educational needs of our diverse student body. Third, we will have provided some of the professional development assistance for faculty and staff that will enable us to achieve these goals. Fourth, we will have compiled the kind of information about our students and about the impact which our educational program has on them which will prove valuable to colleges like ours.

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Barat College
Lake Forest, Illinois

Barat is a four-year liberal arts college for women. During 1975-76, it and ten other postsecondary institutions received Fund grants to develop an "educational prospectus". These new documents are designed to provide prospective students with the complete and accurate information needed to make informed decisions about education; with such information, access and choice for students--two major national goals of the post-secondary system--are enhanced. In addition to their individual efforts, the eleven institutions joined with four research agencies to comprise a Fund-supported National Task Force on Better Information for Student Choice. The latter sponsored a national conference in Washington, D.C. (March 1977), issued a report and "how-to" handbook, and has in motion a nationwide "better information" movement.

The current Barat project builds on this earlier work and addresses three problems. First, there is need for exemplary "better information" materials as models for other institutions. Second, there is need for good answers to the questions, "what impact do these materials have on student decision-making?" And third, there is need for a forum within which parties interested in the "better information" movement may assess its goals, products, and future directions.

Over the next 18 months Barat plans to produce a second-stage prospectus, incorporating the best features of earlier models plus results from Barat's experience with its initial publication. Simultaneously, the college is putting together a "better information" piece geared to the needs of community adults considering a return to education. Early in the project, Barat contracted with the A.C. Nielsen Company for consumer-oriented research on the impact of Barat's initial prospectus on the decisions of recipients. Finally, in late summer 1978, Barat is sponsoring a conference at which practitioners, researchers, and policy makers will review and chart prospects for the better-information movement. Through 1977 and 1978, the Barat project will work closely with two related Fund-supported endeavors, the Syracuse University CHOICE and National Student Educational Fund BIPPIE projects.

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"Contracting with Business and Industry", a program unique to Bay College is designed to help remedy the problem of local unemployment due to a lack of job skills. Operating on the assumption that employers are reluctant to invest time and money necessary to train potential employees the program shoulders much of the burden involved by paying local businessmen an hourly rate to give personal instruction to interested students.

"Contracting with Business and Industry" is a method of specialized individual career orientation, training and opportunities. It utilizes the local business and industrial complex of the community as a training laboratory. Students can acquire job skills in non-traditional areas and assess their interests and capabilities under realistic settings while learning from professional businessmen. On campus study is selected to relate with each specific vocational area making each more relevant, rewarding, and interesting. Job performance learning objectives are mutually agreed upon between the college and the participating business or industry to insure that job level entry skills can be acquired through successful completion of the program. Off campus training is closely monitored by the participating business or industry and the college program co-ordinator. The student is evaluated during the semester and at the end of the semester to determine the extent performance learning objectives have been mastered.

Enthusiastic response to Bay De Noc Community College's newly developed Contracted Vocational Program has resulted in the program's growth from an original student participation of three in the Fall of 1976 to an expected participation of 30 when the Fall 1977 semester opens. Recently 21 students were receiving training from eight local businesses. Students were enrolled in the following occupational areas: meat cutting, bank telling, adult foster care aide, news writing, photography, key punch operator, radio announcing, commercial sign painting, and nursery operations. Local offices of such government agencies as Vocational Rehabilitation, the Work Incentive Program (WIN), the Michigan Employment Security Commission, and the Six County Consortium enthusiastically endorse the program, saying they are currently utilizing it in providing educational services to their clients and hope to use it to a greater extent in the future. Over the next year Bay De Noc Community College hopes to complete the mission it has accepted -- to develop a cost effective model which offers promise to the unemployed through an innovative approach to specialized vocational education.

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Berea College
Berea, Kentucky

Students leaving college with degrees in many different fields often find themselves in jobs requiring administrative skills which they often have had no chance to acquire during their college years. The "Linking Work and Academic Learning" program is an attempt to prepare students with various majors for administrative careers and consequently to increase the liberal arts student's job competitiveness.

Berea College is a four-year liberal arts college serving primarily the low-income youth of Southern Appalachia. All 1400 students participate in a labor program which encompasses jobs in a variety of organizations; including a hotel, several craft industries, agri-businesses, a newspaper, and numerous service operations. Many of the positions require administrative skills and thus give students the opportunity to tie together their work experience with their academic experience and career plans. Particular activities include: (1) designing and maintaining a curricular network among academic departments, focused on organizational career interest patterns, and designed to supplement existing majors; (2) designing and operating a work-based experiential education student Administrative Development Training Laboratory; (3) developing an inventory of student jobs; and (4) integrating "work managers" into the laboratory processes.

The curriculum links standard departmental majors to courses from other disciplines which prepare students for various administrative careers. The Student Administrative Development Training Laboratory, offered as a course within the business department, focuses on the development of administrative competence through experiential activities and, in the second semester, through team projects within existing organizations. The work system inventory identified positions with significant administrative responsibility.

The program is available to all Berea College students and encourages them to make course and labor choices that reflect their career interests. The laboratory offers students an opportunity to develop administrative competence. A manual of laboratory activities with associated reading lists is being developed. Berea offers one model for integrating experiential and liberal arts education.

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**Birmingham-Southern College
Birmingham, Alabama**

Small liberal arts colleges, whose traditions of academic quality have distanced them from work preparation, are now realizing the need to bridge academia and the world of work. Current research shows that liberal arts graduates are in a disadvantaged position relative to other graduates when seeking employment.

Birmingham-Southern College, an independent, four-year liberal arts college with approximately one thousand students, recognizes the need for flexibility and adaptability in education and work, and thus is establishing a Contract Learning Center. The Center seeks to individualize learning and develop with students a marketable flexibility in the regular academic program by means of: 1) in-class contracts; 2) out-of-class contracts; and 3) individualized major contracts. This is not a separate program, but rather is designed to infuse every class and discipline in the traditional liberal arts setting.

This is the first year of a three year renewable grant. The project allows the College to offer students work-related, non-traditional modes of learning within the existing academic structure. The activities bridge undergraduate education with the work environment, utilizing the values, skills, and knowledge of work while injecting new directions for learning into the regular classroom.

The project has one primary target: students who are both adaptable and flexible. There is one primary means to accomplish this end: contract learning. Regardless of its institutionalized form, contract learning is a "negotiated agreement for learning" which encourages independence, goal setting, negotiation, decision making and evaluation - all valued attributes in the working world.

Faculty development is crucial to the success of this program. The faculty are asked to participate in this effort by first trying contracts in their classroom, and, second, sharing their responses, evaluation, and suggestions with others. This approach seems feasible for securing the support of the faculty, and a stipend will be offered for written case studies of contracting experiences. The College will involve at least thirty faculty members in the contract learning process in the initial year.

The expected outcomes of the project will be: 1) institutionalization of the three part contract learning program; 2) preparation of materials designed to be used at other colleges and 3) establishment of baseline data for future longitudinal evaluation of this form of contract learning.

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During the last decade, educational opportunities--particularly non-traditional ones such as external degrees, proficiency examinations, week-end colleges, or credit for non-collegiate sponsored instruction through industry and the military--have greatly expanded access to higher education for adults. Many adults, unfamiliar with the new academic jargon or lacking confidence in their ability to do college level work, need assistance in finding the right educational opportunities to meet individual needs and interests. Other concerns, such as personal and family responsibilities, job commitments, time and financial constraints, also affect an individual's continuing education decisions. The Higher Education Library Advisory Service (HELAS) is designed to help adults overcome these concerns and thus participate more widely in lifelong learning opportunities.

During the first year of the project, HELAS was established in four representative public libraries in New York State. Full-time librarians, with an adult services or references background were trained as education advisors. As a reference tool, an inventory of educational resources was compiled for each of the demonstration sites. The HELAS directories feature continuing education offerings by local colleges and universities, proprietary institutions, adult education and BOCES programs, and community agencies, financial aid data, and descriptions of non-traditional ways of earning credit. Special collections of books and pamphlets on career exploration, job search strategies, and resume writing were also assembled to assist adults investigating career choices. During the first six months of operation, over 750 people--ranging from adults seeking a career chance of advancement, women entering the work force, the unemployed, and senior citizens--have contacted the advisors for assistance.

As the advisory service continues during the second and final year of the grant, a comprehensive follow-up study is measuring HELAS' effectiveness in helping adults make appropriate educational decisions. The extent to which adults follow through on the information and advice provided and participate in postsecondary education is being monitored. From the demographic data being collected on the users of information and advisement services, inferences are also being made about those individuals who are not being served by these activities. This information will be useful in planning outreach--through public advertising and contact with other community agencies--to populations underserved.

A secondary objective of HELAS is to demonstrate that the public library--long viewed as a community information resource center--can play an important linking role between adults interested in continuing education and a vast array of available educational options. The location of an educational advisory service in an existing well-known institution can be a cost-effective approach to providing comprehensive information and advisory service for adults.

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The need in higher education for responsible self-assessment is crucial. If institutions are to maintain their fiscal health, ensure quality programs amid profound change, and respond to the actual needs of new groups of learners, they must be willing and able to undertake critical evaluation of their own programs. Many colleges, however, are not convinced of the value and need for self-scrutiny. They depend solely upon the self-discipline of the scholarly profession which sufficed in less complex times, or they are unable to assess themselves objectively. Some that are receptive to the procedure lack the necessary skills and fear they lack the financial resources.

The Regents of New York, through their administrative arm, the New York State Education Department, are sponsoring a number of activities to encourage and strengthen institutional will and capacity to engage in internal assessment of their own academic programs and related activities. The Department is working with fifteen New York institutions on a pilot basis in order to assist their work on the project's objectives: 1) establish a conviction of need for continuing self-assessment on campuses, 2) develop techniques of self-assessment, 3) teach academic staff to do self-assessment, and 4) use findings of self-assessment for decision-making and action.

The Project on Self-Assessment for Colleges and Universities runs for two years, from August 1976 through June 1978. A National Advisory Council composed of the Project Director and leaders in academic evaluation selects the pilot colleges and provides on-going assistance. Among the pilot projects the colleges have set for themselves are: the liberal arts as preparation for careers, graduates' curricular needs, faculty and staff evaluation, departmental program review, student attrition, part-time students' needs, and educational value added. A Task Force on Self-Assessment, representatives from the pilot institutions, works closely with the Project Director on the project's activities: testing of guidelines, development of models, and propagation of the idea at other colleges. This fall New York colleges outside the project are invited to review and use the findings of the Task Force, and in the spring two case study workshops are scheduled to help them with problems they have encountered during the year.

Since the initiative and design for such assessment is at the institutional level, the project encourages a diverse educational system which responds to a variety of student and societal needs. These efforts will strengthen each college's vitality and provide national models for self-assessment. A handbook of self-assessment is being drafted to include guidelines, descriptions of the models developed through the project, evaluation theory and selected bibliographical information. The refined internal assessments which result will enable colleges to make effective decisions about their programs and take actions which ensure fiscal accountability and, above all, maintain quality in educational programs.

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Inmates who attempt to earn college degrees while incarcerated face serious obstacles, including lack of supportive services, poor study skills and study environments, lack of comprehensive, understandable information, and little assistance with decision-making. They are isolated from the academic and occupational worlds about which they must make decisions, and few of them have a realistic awareness of the demands of higher education. As a result, the proportion of inmates completing college degrees of those who attempt them is relatively small. Even the Regents External Degree Program, with the largest inmate enrollment in the state of approximately 300, has awarded only 69 degrees to inmates since 1973.

The Inmate College Advisory Project employs academically successful ex-offenders as peer advisors to inmates of selected New York State correctional facilities who are interested in higher education. The key element of this advisement is the experience which the ex-inmate advisors have had in achieving college credits and degrees while coping with the special problems of a prison setting. These individuals are thoroughly trained to advise on a variety of educational options, from classroom programs to external degrees, credit by examination, and other independent study programs. In addition, they provide inmates with assistance in making educational and occupational decisions, the development of adequate study skills, the creation of conducive study areas within the physical limitations of the facilities, and in obtaining and effectively using library and other study resources. The ex-inmate advisors function as part-time employees, visiting their host facilities on a monthly basis, supplementing rather than duplicating the work of the facilities' education staffs.

The Inmate College Advisory Project has been designed and implemented with the cooperation of the New York State Department of Correctional Services. A steering committee comprising representatives of the participating correctional facilities and colleges assists the Project Director in its operation.

During the second year of the project the ex-offenders will draw on their experience both as students and as advisors to develop a handbook to college study from an inmate perspective.

Over the two-year period of the project the numbers of students successfully completing college courses, proficiency examinations and college degrees will increase significantly. A correlative goal is to improve and expand cooperative educational efforts between individual colleges offering inmate programs and the project's coordinating agency, the Regents External Degree Program.

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**Bronx Community College
Bronx, New York**

While there are an increasing number of colleges with serious and often immediate questions about how to develop and maintain an effective program for underprepared college students, there is at the same time an enormous and largely untapped resource of colleges that have already designed and implemented responsive approaches. As Resource Institution for the Fund's National Project II--Alternatives to the Revolving Door, Bronx Community College became aware of the acute need for a network that would provide accessible channels of communication between people with questions and people with answers. The continual flux of requests for information and services and the overwhelmingly large response to the NP II final conference underscored the need for such a network. To fill this vacuum, BCC developed Networks.

Networks is a two-year project that is designed to provide information and services to institutions in varying stages of developing their special programs. Additionally BCC intends to stimulate interaction between these programs. This first year BCC is sponsoring two invitational conferences, one in Washington, D.C. in December 1977, and the second in California in April, 1978. These conferences are designed to highlight critical issues and to facilitate interaction and information exchange among conferees. The second major activity of Networks is the offering of technical assistance programs to eight selected colleges for the purposes of stimulating and measuring institutional change. For the most part the technical assistance is provided by the NP II Associates with expertise in the particular area of need of the college requesting help. The NP II Associates are valuable resources; they had originally been selected by the Fund because of their exemplary programs for underprepared students and they have since gained even greater experience in program refinement and evaluation through the two years of NP II. The third major activity is the publication of four newsletters, proceedings from the conferences and a monograph resulting from technical assistance activities.

Each of these activities should be increasingly self-supporting and should lead to the evolution of a permanent coalition. It is anticipated that once this coalition evolves, a means for systematically and imaginatively sharing and receiving needed information will be available to the myriad of programs focusing on the underprepared college student.

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Brooklyn College, CUNY
Brooklyn, New York

The increase in the number of adult working women, the change in women's perceptions of their role as housewives, and women's own needs to participate more fully in their communities necessitate the development of programs that will enable adult women to continue their education. This constituency needs the opportunity to make the transition from work in the home to work outside the home on either a paid or volunteer basis.

Project Chance seeks to challenge the assumptions of a traditional curriculum and to demonstrate new approaches for attracting, educating, and evaluating a new student population. The major components of the program are academic, counseling, and research, offering a variety of curricula and providing services designed to meet the needs of groups whose background gives them experience without providing academic credentials.

The academic component integrates theoretical materials with the life experience of adult women in order to prepare them to enroll in degree programs, improve skills for the labor market, and obtain a broad understanding of community issues. The Project will adapt and test an ETS model (developed on another Fund grant) to assess competencies from domestic and volunteer work for applicability in college credit programs. The courses include non-credit and credit courses, given both on the Brooklyn College campus and at various sites in the community. A Community Advisory Board representing the diversity of ethnic groups and neighborhoods in Brooklyn is integral to the Project, assisting in both the selection of sites and in the design of courses to meet the particular needs of women at a given site. The courses are taught by both Project staff and Brooklyn College faculty. Using a self-help approach, the counseling component adapts and integrates into the academic program comprehensive support services such as counseling growth workshops. Through the research component project, participants are involved in an ongoing effort at needs analysis and program planning.

The Project will integrate adult women into the academic community while it develops models applicable to the general institutional context through: 1) learner-centered curricula and methodology for material development and evaluative procedures; 2) procedures designed to meet varying individual vocational and academic goals at various sites; and 3) comprehensive low-cost orientation procedures including pre- and post-admission.

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**Bucknell University
The Cross-Generational Program
Lewisburg, Pennsylvania**

The Cross-Generational Program (CGP) evolving at Bucknell is a student-run program conceived by undergraduates who were concerned with improving their educational experiences and the life-style of the rural elderly. The CGP addresses the problem of age isolation; as groups, both elderly and students often find themselves in settings where peers are the only social contacts. As a result of this separation, the learning that could occur across generations is seldom realized. The CGP works at improving the learning process through effective interaction among faculty, students and older adults. In the past year, over 200 elderly, students and faculty have been actively engaged in program activities.

Activities aim at establishing a sound foundation of personal relationships and are directed at a particular intergenerational problem (such as improving communication) or a difficulty presented by the rural area (such as contacting and transporting a rural target population). Activities include attending social/cultural events and groups that meet weekly to discuss topics of interest. The CGP also has an "Outreach" component through which students contact isolated individuals; through a "Live-in" component, elderly live as guests in the program's university residence.

In order to better utilize elderly as educational resource persons, an "Older Teachers" component is being developed. A list of elderly (along with former occupation, hobbies, and areas of specific interest or knowledge) has been prepared as a sourcebook for distribution to faculty, thus offering faculty the opportunity to invite older adults to class when topics match elderly interests. After this cautious introduction to the classroom in the student role, interested elderly will attend seminars designed to build confidence and teach skills necessary for giving short talks or presentations to a class. No time scale has been set for this process since it must proceed cautiously with constant feedback from older adults, faculty and students.

The proposed strategy should provide meaningful interactions across the generations while developing new roles for older adults. It is expected that this approach will encourage more faculty to take an active role in the program and help to institutionalize it. We expect students to benefit from an alternative education system that introduces personal perspective and experience to their study. A twofold evaluation (quantitative and phenomenological) is being conducted and the results published in a form that will describe the development of the program to serve as a manual for other universities interested in intergenerational work.

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Bunker Hill Community College
Charlestown, Massachusetts

A problem facing post-secondary institutions is that of finding economical ways to extend the opportunity for education to those adults and minorities in the community likely to be excluded from post-secondary education. In an era of constricting resources, an obvious step is to design systems which can make use of existing resources beyond the institutions. While these resources broaden the base of the college's curricular impact, they generally require the creation of new administrative and program structures in order to be utilized effectively.

The focus of Fund supported activity at Bunker Hill is the Community Educational Services Program (CESP), which provides technical assistance and academic credit for education provided by community agencies and organizations. It also establishes a communications network among participating agencies that facilitates a mutual sharing of available resources.

The concept underlying CESP evolved during several years of experience gained in responding to requests from some 30 community agencies seeking assistance in the design and implementation of instructional programs. These agencies offer educational programs for the in-service training of staff; the orientation of clients; or the education of affiliate groups such as board members, parents of children who are involved in agency programs, or community people indirectly affected by their programs.

Agency personnel frequently are the most appropriate educators because of their special relationship and involvement with their students. Hence, CESP is based on the principle that primary responsibility for community-based educational programs should remain with the agencies and not automatically be assumed by the college. The agencies, however, do need assistance in the clarification of educational objectives and the effective organizing of instructional programs. Further, few community-based programs lead to credentials recognized by colleges, universities and potential employers.

CESP provides a mechanism for college participation in the planning and critical evaluation of community-based programs. As such, the college role becomes one of contributing team member in a cooperative network of college and community educational services which lead to college credit for students successfully completing participating programs.

During the second year of the two year Fund supported project, CESP will continue to expand its services and include additional agency participation. The project will also seek further clarification of policy issues relating to student status, the allocation of student financial aid and impact on institutional accreditation. Professional and para-professional roles needed to operate and support CESP will be analyzed, including needs in the areas of faculty development, counseling, and the use of college personnel as community resource persons.

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University of California - "Strawberry Creek College"
 Collegiate Seminar Program
 Berkeley, California

The rapid growth of large, multi-purpose institutions in the 60's led to some economies of scale which often assumed that all students had similar needs and could be satisfied with standardized course formats. Yet in the 70's some of these programs do not fit the needs of diversified student populations. At Berkeley, the prototype of a large university, the faculty and administration feel that through the institution's excellence in research, and its generally intellectual orientation, it has special resources and thus a special obligation to improve the education of its undergraduates. A program is being developed to give the undergraduate a wider choice of styles of learning than Berkeley now offers. The program addresses itself quite specifically to the plight of students (and faculty) in a large, urban, research-oriented institution, where even the architecture threatens to freeze education in patterns worked out decades ago.

The Collegiate Seminar Program (also known as "Strawberry Creek College") is an experimental, limited-enrollment program that has many aspects of a special undergraduate college. It offers to freshmen and sophomores on the Berkeley campus intensive study in small interdisciplinary seminars. The program's seminars are offered on changing subjects, mainly in humanities and social science, but including natural science as it affects human and social questions. Subjects for seminars are selected so as to fall within the research interests of faculty members, while having significance for the lives and values of students. As a rule the student participates in a different seminar each quarter. The seminar constitutes two thirds of the student's work for the quarter. Instead of surveying a broad area of received knowledge, each seminar, by focusing on a relatively new and unexplored problem, enables the student to learn the methods of investigation characteristic of different disciplines, and to the extent reasonable, to conduct his or her own program of significant and innovative research. Examples of course topics are the following: "Formation of the Roles of Men and Women in Western Culture"; "Self and Society in Contemporary Writing"; "Problems in National Development"; "The Food Crisis"; "Film, Literature, and Critical Consciousness"; "Robots and Humans"; "Ideas of Human Nature and Self-Realization"; "Women, Work, and Society." The faculty consists of ten professors, one lecturer and nine graduate Associates from different departments.

Strawberry Creek sponsors individual B.A. degree programs of an interdisciplinary character, involving special seminars in theory and history, an area of specialization, and a senior thesis designed to connect academic experience with professional or career goals.

The project is conducting a three-year test of the effectiveness of its approach, and offers a model to other large institutions that aim to be responsive to a diversity of student interest.

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Similar to other large educational institutions, the University of California at Davis has faced significant enrollment increases during the last decade. This increase has restricted many avenues of expression for original thought, creative student-initiated endeavors and directed individualized education. Additionally, as the undergraduate population multiplied, a reduction in the contact between faculty and students has occurred, further complicating these problems. This situation has led many students to believe that their role in the University is one of passive consumption of information rather than being an active participant in acquiring knowledge. A comprehensive survey taken on this campus two years ago showed that both students and faculty members ranked student-faculty contact as the single, most important factor in learning. Other learning factors deemed important by the students were self-directed study or independent study (81%) and special study (practical experience) offered in their program or major (76%). This direct one to one, student-faculty contact is clearly the key to promoting directed individualized education. Nevertheless, the majority of students need encouragement to develop the purposeful relationships with members of the faculty, necessary for this type of experience. One condition that can insure more meaningful faculty-student contact is readily available information about faculty interests and research, and about how to develop an independent or group study, as well as a source of funding to remove the financial burden of student research from limited department and professorial budgets.

The Student Center for Educational Research and Innovation (SCERI), inaugurated in the Fall of 1975, is designed to promote and stimulate student initiative, innovation, creativity and motivation. This second year grant makes it possible to further promote and facilitate: 1) the development of student initiated and directed individualized educational projects; 2) the creation and institutionalization of new courses of current social concern; 3) workshops, student directed seminars, and group research projects dealing with academic issues; 4) funding for student research requiring financial assistance; and 5) student involvement in faculty research and field work.

To meet these objectives SCERI is currently involved in counseling those undergraduates interested in self-initiated and group research projects and providing assistance and direction for developing new courses. This process involves the clarification of the students' objectives regarding the project; help in securing a faculty sponsor with similar interests or research; aid in the completion of a written proposal and application for credit; providing financial assistance when necessary; the oversight and evaluation of current projects; and on-going communication with faculty to maintain our files on faculty research projects and interests.

SCERI is unique in that it is a student-initiated and student-managed organization which enables undergraduates to undertake projects on an experimental as well as long-term basis. The Center encourages students to begin to fill perceived needs within the educational structure of the University as well as within their own educational program. It is SCERI's hope to effect constructive changes in the University community by providing direct channels for expression of student academic interests.

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University of California
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Because there is a definite lack of descriptive information about educational options open to them many students are confused when endeavoring to make pre-enrollment decisions. This problem is exaggerated for low-income and minority students who have more complex information needs. There is evidence that confusion among students is largely the result of the failure of postsecondary institutions to develop and disseminate appropriate information along student-responsive lines. It is the responsibility of those postsecondary institutions to provide high school and community college students, as well as their counselors, with more complete guidance tools to assist students in vital decision-making processes.

The ACCESS project, (Assisting Creative Consumer Evaluation of Statewide Systems), now in its second year, entails a 9-campus cooperative endeavor to ascertain the informational needs of minority and low-income pre-postsecondary, community college and University of California students. The project is composed of three phases: The Needs Assessment Phase, the Recommendation Phase and the Conference Phase. The first phase which entailed data collection on the informational needs of the target population has been completed and preliminary analysis of that data is underway. Results will provide the foundation for the remaining two phases of the project and enable the University of California to answer the following questions: What are the postsecondary education informational needs of minority and low-income students in California? How well are current University of California informational vehicles meeting those needs? And is there demographic and attitudinal data which can be presented in a comparable manner for the nine UC campuses in order to provide minority and low-income students with an understanding of the commonalities and uniqueness of the UC system?

During the coming year a UC Systemwide Prospectus or other appropriate information vehicle or strategy will be developed to meet the informational needs of low-income and minority students. The Prospectus will contain information which outlines the options available in California's public postsecondary system as well as profiles of each of the University's nine campuses. Additionally, the Prospectus should provide a cost-effective model for other postsecondary educational systems desiring to increase their students' satisfaction with the overall educational experience.

The final activity of the ACCESS project will be a conference to be held in September, 1978. The conference will provide an open forum for sharing the experiences of the ACCESS project with other members of the educational community who desire to launch similar better information endeavors at their own campuses.

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Recent evaluations by the University administration indicate that many handicapped students have not been adequately served by the Academic Internship program as it is currently operating on the Riverside campus. Handicapped students who have successfully participated in the program closely resemble the general student population: they are well prepared academically, highly motivated, possess a wide variety of experiences and a general career direction, are reasonably self-confident and outgoing, and have positive self images. The special problems and needs of most handicapped students are multifold and extend over the period of time in school (at all educational levels) and later in gaining meaningful and satisfying employment.

Six (6) problem areas have been identified by the University as crucial obstacles to the success of handicapped students both educationally and in terms of their potential as contributing members of society. These are:

1. Inadequate or narrow educational preparation at the elementary and secondary levels;
2. narrow range of experiences - both educationally and experientially;
3. underdeveloped communication skills;
4. occupational illiteracy;
5. lack of work experience relevant to professional careers;
6. job stereotyping, if not outright descrimination, on the part of employers.

It is for these reasons handicapped students will especially benefit from participation in the academic internship program.

A series of seminars have been designed where the objective will be to encourage internship participation by the handicapped students, and to educate employers regarding the potential of these students. Peer advisors will be employed to counsel handicapped students in an effort to decrease apathetic sentiment toward internship participation and to help them realize that meaningful opportunities exist if they are willing to take the risks.

It is our hope that increased internship participation by the handicapped student population will serve to broaden the limited range of educational directions traditionally considered by this group. Such participation will increase their career awareness and expand their career options while at the same time, helping them gain confidence in their skills and abilities. Additionally, we intend to persuade employers (through direct experience) of the potential and productivity of handicapped students, not only in an internship setting, but in ultimate career positions as well.

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Most professional philosophers would probably agree that one clear value of studying philosophy is that it teaches students certain reasoning skills, skills which have utility outside the classroom and beyond the narrow confines of parochial philosophic issues--especially in contemporary moral, political and social policy disputes.

The problem is that the tools and techniques of philosophic reasoning tend to be presupposed rather than addressed explicitly, while methodological rigor is simply demanded of students rather than taught. The result is that the alleged value of philosophic education is more often presumed than demonstrated.

What is needed is to define--in straightforward, operational terms--the basic tools and techniques of philosophic reasoning; to define thereby the criteria of analytic-philosophic competence presupposed by any theory or program of general/liberal education; to develop curricula and widely accessible instructional materials expressly designed to teach skill in the application of these philosophic tools and techniques beyond the confines of professional philosophy and the philosophy classroom.

Our two-year project is to identify and explain the most basic and widely applicable tools and techniques of philosophic reasoning and to produce and disseminate packets of printed materials designed to teach and test skill in their use--materials adaptable to philosophy and interdisciplinary courses pitched at different levels, taught from various points of view and focused on a variety of subjects.

The hard products of the project will be a textbook, modularized instructional and teaching materials, a computer-assist program, a course emphasizing basic transferable analytic-reasoning skills (part of a new core curriculum in the College of Humanities and Social Sciences at C-MU) and publication of our attempts to assess both these skills and the effectiveness of our approach to defining and teaching them.

The project should benefit students and faculty in a number of ways: (1) enhance students' analytic-reasoning skills, especially in addressing normative issues, moral problems, or value analysis in public policy issues; (2) improve students' comprehension of most philosophic subjects by increasing their grasp of the methods already implicitly presupposed in most philosophy courses; (3) make more efficient use of class time and personnel in teaching the methodological component of philosophy courses of various types, especially where computer-assisted or self-paced programmed instruction can be effectively used; (4) help to de-mystify philosophy by making more explicit the object and the rules of the games students are asked to play and the criteria of competence by which students are evaluated; (5) provide an essential prerequisite for instructional and curricular innovations of various sorts, such as introductory philosophy curricula designed primarily to teach philosophic reasoning skills, interdisciplinary courses and programs involving philosophy (inasmuch as the main resource philosophers bring to such programs is their method), self-paced learning and computer-assisted instruction in philosophy, competency-based credentialing of philosophy students; (6) provide substantial experimental data on the viability of the innovations mentioned above.

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Paradoxically, while there are more choices and expanded opportunities for women today, undergraduate women are still not being adequately motivated or realistically prepared to identify career paths commensurate with their abilities and needs. Upon graduation, they often do not find career paths open corresponding to their academic training, and many discover belatedly, an interest in fields they were never encouraged to investigate during their college years. Catalyst, a national organization concerned with the expansion of career opportunities for women, is aware of the difficulties young women face in career planning and with the problems colleges encounter handling these issues.

With Fund support, Catalyst is developing and conducting a model training program offering teams of college personnel opportunities to acquire: awareness of career development problems of women; information about the needs and demands of the work sector; and resources for providing professional staff development that address the issues of women's career needs. Five metropolitan area colleges selected for diverse institutional features are participating in the program: Iona College; Pace University; Rockland Community College; Rutgers University, Newark; and the State University of New York, Stony Brook. The design of the three semester program includes exploration of Dynamics of Female Career Development, Dynamics of Individual and Institutional Change and investigation of Materials, Methods and Programs that Address Women's Career Development Needs. Interwoven in the program are small group discussions; contact with men and women in industry; consultation with specialists in staff training and career intervention materials and programs; and supervised implementation of the staff development programs during the follow-up semester.

The model training is expected to produce the following short range outcomes: five teams of college personnel will have gained a specialized knowledge and understanding of women's career planning needs that are critical on the undergraduate level, and methods for overcoming current obstacles that prevent those needs from being met. The program is expected to enable college teams to utilize their insight, information and skills to instruct and train their colleagues and to effect constructive modifications of college policies, counseling and curricula at their respective institutions. A long range benefit will be the publication of a manual so that the project becomes a replicable model for undergraduate institutions throughout the country. Ultimately, it is hoped that undergraduate women will experience a modified college environment that offers opportunities for self-exploration as related to career development, acquisition of current information about career fields, and an increased awareness of the importance of realistic career planning.

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National Players has been producing and touring classic plays for colleges and high schools throughout the country for the past 28 years. This Drama Enrichment Program evolved out of that experience.

Dramatic literature has been required reading in most schools and colleges, yet few Americans seem to have an appreciation for the great plays of the past. Most Americans who have "had" Shakespeare, for example, have not learned to appreciate him. The reason for this appears to be that dramatic literature has not been introduced or experienced as a lively art. This Drama Enrichment Program addresses itself to this problem.

National Players will tour the country beginning in late September 1977 and continue through the Spring of 1978. All of the colleges which have arranged to present one or more of National Players' productions (RICHARD III, THE MISER, THE BOYS FROM SYRACUSE) will be offered the use of CUESHEET, which has been prepared by Dr. John C. Carr as a teacher's guide to dramatic literature and theatrical experience. Several of those colleges will participate in the full program sponsored by FIPSE, i.e. workshops for teachers of English and Drama will be conducted several weeks in advance of the scheduled performance(s). These workshops will be conducted by Dr. John C. Carr, author of CUESHEET and by William H. Graham, Executive Producer for National Players. The core of the workshop will be the inquiry-discovery approach to dramatic literature and theatrical experience.

The CUESHEET booklet, which is funded by FIPSE for the first time, contains suggested discussions and questions, removable photographs of other productions of these plays, and evaluation forms for the use of the participating teachers. These forms and continuing monitoring of the project will enable the Evaluator to assess the effectiveness of the program.

The immediate specific objectives of this program are learner-oriented. They include developing an appreciation for and an understanding of the creative imagination, the impact of language, the social and moral basis upon which characters in plays make judgments, the uniqueness of human character, and the universality of human nature as depicted in dramatic literature.

The longer range objectives of this program involve a change in the pedagogy of teachers of dramatic literature. By participating in this program these teachers will be motivated and guided toward the development of new instructional modes effectively adapted to today's students.

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In the past ten years Mendocino County has experienced a rapid diversification of its demographic and economic profiles, while retaining its essentially rural characteristics. Established institutions, governmental and private, are resistant to the changes necessary to accommodate this rapidly developing socio-economic environment. This problem is addressed by the project, ACCESS, administered by the Center for Education and Manpower Resources, Inc. (CEMR) of Ukiah, California. CEMR is a four-year old private, nonprofit institution committed to researching the educational, manpower and economic development needs of Mendocino County. In its brief history, CEMR has administered nine programs, demonstrating its effectiveness in meeting specific educational and manpower objectives, and in defining new problem areas. Chief among these problems has been the need for a restructuring of the occupational market and educational establishment to address the realities of our environment with increased relevance and efficiency.

The objectives of the ACCESS Project is to bring the growing numbers of non-traditional students, reentry women, out-of-school youth, minorities, older citizens and displaced workers, into relevant contact with the facts of our labor market, and with our post-secondary educational community. There is a real misunderstanding on the part of reentering students of the full range and transferability of their own skills. Also, local institutions do not have the components required to recognize these skills, enhance them, or to assist in the development of new competencies. Without current local labor market data and appropriate skills assessment techniques these institutions do not have the capacity to coordinate classes relevant to our rapidly changing local job market. Local institutions, however, recognize these needs and are supportive of ACCESS both as a counseling model and a vehicle for curriculum development. ACCESS proposes to devote two years to the establishment of a new model for career counseling and competency assessment, and to utilize as a major component of this system, a clearly stated and realistic presentation of the local labor market. The project pursues three distinct avenues of approach: 1) Gathers, organizes and analyzes local labor market data and translates this into educational and visual terms, 2) analyzes various career counseling methodologies, 3) compiles current information on all post-secondary education and acts as a clearinghouse for all training and educational programs available to students in our county. The ACCESS Center provides a physical setting in which all these activities are synthesized into a comprehensive career counseling system which can deliver these services to the nontraditional student.

The expected outcomes include the following. The nontraditional students will be provided with realistic job expectations and awareness of relevant educational opportunities mid-life or mid-career decision points. Career counseling will be more accessible to the nontraditional student, and be more comprehensive in the presentation of educational options. Our evaluation of existing post-secondary programs with reference to the labor market, will enable the development of new and more relevant curricula. As a result of these efforts fewer people will be trained for occupations which are not in demand in our job market, and more individuals will be trained in areas of employment expansion.

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Non-affluent, women, minority, and other prospective adult learners are often concerned with the financing of their education. Many of these learners are poor credit risks for loan programs and reluctant to acquire debt because of uncertainties about the benefits of education. Colleges and universities regularly contract with employers, local/national organizations, and trade unions to provide educational services at a rate less than regular tuition to individuals. It is possible to organize individual learners so that they can obtain similar benefits.

Non-affluent, women, minority, and other prospective adult learners often complain that the physical, social, psychological, and economic environment ("vibes", culture, ethos, climate) of colleges and universities make them feel uncomfortable and unwelcome. It is possible to design an organization through which prospective learners can develop a self-help environment which builds a sense of ownership into the learning process and to capacity to design and implement culturally reinforcing, development and humanistic learning strategies.

The Learners' Cooperative is a self-advocacy educational consumer group created from homogenous educational clusters, but characterized by diverse educational and experiential backgrounds. The Cooperative belongs to the people who use it--membership is open to all, one person has one vote, and savings are returned to the users. Through the cooperative members:

- o pay a tuition rate less than that charged to individual students, through contractual agreements with institutions of higher education, similar to those provided by employers, local/national organizations, trade unions, et.al.
- o negotiate with colleges and universities for curriculum modifications, innovative delivery systems, et.al. which are consistent with and supportive of their educational goals and objectives.
- o develop "win-win" learning strategies through the process of peer support, assistance, and interaction.

We believe that the Learners' Cooperative will have significant and far-reaching impact by involving unserved learners in effective, meaningful postsecondary education. The Learners' Cooperative will make an impact on both student-members and colleges and universities, by providing an innovative linkage which will produce optimum benefits to both. As a long-range outcome, the Learners' Cooperative has the potential of developing into a national federation rooted in a variety of communities.

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The Chicago Community Trust
Chicago, Illinois

Although they may be retired from a career, many older persons still want to remain active—to feel they are useful, contributing members of the community. Yet societal expectations define leisure and recreation as the proper pastime for all older adults. Negative and mythical stereotypes, combined with discriminatory practices and policies, inhibit many older persons from exploring other roles and pursuing new challenges.

Because it can be a gateway to personal growth and development or to a second career, education is of the greatest relevance to older people. However, aside from general societal constraints, barriers exist within the field of education which prevent many older persons from engaging in educational experiences, such as high tuition costs, physical inaccessibility, inadequate counseling services, and educational settings which are geared to younger students. Although there has been an increase in educational programs for adults within recent years, this trend has focussed on the young or middle aged adult and has, for the most part, by-passed the older adult.

The Chicago Community Trust, a community foundation which seeks to be responsive to changes in the charitable needs of the community, believes that the quality of life in the community will be enhanced if older persons utilize their skills and continue to grow and develop as individuals. To increase the opportunities for older persons to participate in education, the Trust initiated and now works closely with a committee of over twenty-five colleges, universities, and social service agencies. The goal of their combined efforts is to promote a full range of educational opportunities for older adults from diverse socio-economic backgrounds through the establishment and operation of a regional coordinating agency, the Metropolitan Chicago Older Adult Life Options Education Network.

The Network itself will not provide educational opportunities, but will work through existing organizations, linking institutions of higher education, human service agencies, local government, and business and industry. These organizations will be encouraged and assisted to increase educational opportunities for older adults, both for credit and not for credit, in traditional classrooms as well as through alternative modes and settings. Some of the projects to be implemented by the Network in the first year include: compilation of information and materials regarding existing educational opportunities; brokering services to link older persons with the most appropriate educational experience; outreach to encourage older persons to consider participation in education; faculty development seminars which focus on techniques for teaching the elderly; and increasing the public understanding of the relevance of education to the elderly.

Through its activities and projects, the Network will have four important consequences. First, the Network will alter the ways in which educational services and programs are planned, organized, and delivered to older adults. Second, the Network will increase the participation of older adults in every aspect of education—not only as students, but also as educators and other staff. Third, by associating with employment and volunteer programs for the elderly, the Network will assist older persons to participate in these activities. Lastly, the Network can serve as a model of process and structure which can be adapted by other communities.

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There are few effective resources available to assist out-of-school young people, 16-24, in the difficult transition from school to satisfying careers. Whether a graduate or a drop-out, there are virtually no resources available to provide assistance in exploring and planning personally satisfying and attainable careers. Those resources that do exist are frequently available only to select populations (i.e., students) and are limited to traditional educational counseling with little attention paid to job placement. As a result, there is no one place that offers out-of-school young people assistance in mapping out education-work combinations that might open new career options.

During the past two years in four California counties, Open Road/New Jobs has placed over four hundred young people in subsidized apprenticeship-like settings where they worked with someone they respected while learning and doing something they considered worthwhile. The participants, age 16-25, came from a wide range of educational, ethnic and class backgrounds. In this experiential education and training program young people developed personal perspective, marketable skills, and interest in continuing education. More than half of these young people were placed in higher paying jobs at the end of their subsidized apprenticeship and another 25% decided to continue with their education. This excellent track record is partly due to the efforts of the four Career Consultants, funded last year by FIPSE, who assist participants in focusing on personal "next steps" beyond New Jobs.

This year with the support of the Fund for the Improvement of Postsecondary Education, Open Road/New Jobs has been able to develop NEW AVENUES, a cost-effective, community based career education center for out-of-school young people, 16-24, in these same four California counties. NEW AVENUES grew out of our two-year New Jobs experience and the recognition that few counseling and referral resources existed for the out-of-school young person who could not be served by existing manpower or education programs.

NEW AVENUES is designed to: (1) gather information and document the needs of this population, specifically the problems that out-of-school young people face as they attempt to move from school to careers as well as the institutional blockages that work against the development of more effective youth policies; (2) provide much needed direct services to young people, including educational counseling, job placement and special skill development workshops; (3) based upon information gathered, make specific recommendations to institutions for more effective use of existing resources; and (4) establish on-going Support Committees in each of the four counties.

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This is a project for part-time, adult students working for bachelors degrees. Most such students have, in the course of their lives, accrued learning which should be worthy of standard college credit. But more conservative and traditional institutions, especially those who restrict vocational or professional training to the post-bachelors-degree level, have not found it possible to grant degree credit for "experiential learning" in the absence of solid proof that learning has occurred that meets conventional academic criteria. This is especially true of learning associated with the liberal arts. The problem is felt most acutely by institutions to whom the values associated with the liberal arts remain dominant.

The purpose of this project is to develop an academically-appropriate method, in a conservative university setting, to give credit to the experiential learning of adults.

In this project, students associate learning from their various roles as citizens, parents, workers, husbands, wives, and in all other aspects of existence, with the traditional curriculum of the University, divided as it is into disciplines and fields of study. Students earn variable blocks of credit—even as they continue to take courses from a standard general education curriculum—for serious reflection on life experience and the development of a portfolio that documents this process. In the Clark project, unlike other portfolio projects, students do not receive credit for having had significant experience, but for the quality and intensity of their understanding of this experience—all in terms of the theoretical frameworks provided by the academic disciplines. The presumed value of the portfolio is usually contracted beforehand, with a Mentor who is a member of the full-time Clark faculty. The project staff facilitates the process, conducts seminars (themselves carrying credit) through which the project operates and in which students develop portfolio ideas and the skills and conceptual frameworks for reflection upon them. Staff counsel students throughout the process, introduce students to subject-matter Mentors, and assist in documentation of the project work.

In its first year of operation, 30 students earned substantial blocks of additional credit through this process. Project funds are being used to do a thoroughgoing formative evaluation of the project, so as better to understand what happens as students progressively master more sophisticated modes of thinking. A second expected outcome is training faculty better to assist students to link the material of their lives with the material of the curriculum. Major emphasis also is placed on further institutionalization of the project, and dissemination of project results to other institutions in usable form. In this project, Clark participates as a member of a loose network of institutions who are doing roughly similar things in order to shape ideas and expand the broader field's knowledge of developments.

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Clearinghouse for Community Based Free Standing Post-Secondary
Educational Institutions (CBFSEI)
Washington, D.C.

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The Clearinghouse for Community Based Free Standing Educational Institutions is a national organization established by member institutions to coordinate efforts on common concerns and problems. The incorporation of the Clearinghouse in 1976 was preceded by a series of FIPSE sponsored meetings of representatives from community based institutions beginning with the 1974 Project Directors meeting.

The Clearinghouse has brought together geographically dispersed and ethnically and culturally diverse groups which through community based education, have found ways to improve the lives of individuals and communities. Each year our member institutions, now numbering thirty, provide direct services to more than 100,000 individuals and are used as resources by almost 250,000. Their impact is felt in their communities where they are emerging as central forces for the mobilization of community resources toward community development.

Community based educational institutions share certain common characteristics including cost effectiveness, customized learner centered instruction, effective recruitment of and service to non-traditional learners, programs aimed at community service and development, advocacy for community change, and relevant and accountable structures and programs. To varying degrees these approaches are evolving as significant innovations to the delivery of educational services.

The FIPSE project has enabled the Clearinghouse to establish a national office in Washington, D. C., which has the following components: (1) communication and information exchange among member institutions; (2) resource development and dissemination; (3) technical assistance to member and emerging institutions and (4) articulation and projection of community based concepts and approaches. During the first grant year the central office has been established and the communication/coordination and resource development activities have become routine. A number of regional meetings have been held and two task forces dealing with institutional evaluation and development and lifelong learning have been organized. Technical assistance activity is increasing with the number of requests being received by the central office.

During the second year we project major products in all areas of our operation. Eventually we hope to build a capacity to assist in the development of new community based institutions. Our major source of support is with our member institutions whose combined energy and commitment created the Clearinghouse and continues to sustain it through a representative and decentralized decision-making structure.

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Colegio Cesar Chavez
Mt. Angel, Oregon

Traditional education has produced a high rate of failure among Mexican-American students in Oregon. The statistics show that 65 percent of the Chicano students in Oregon fail to graduate from high school. Failure in public schools, in turn, leads to disqualification from higher education. While Chicano students comprise 1.7 percent of the elementary and high school enrollment in Oregon, they make up only 0.1 percent of the state's college enrollment. Colegio Cesar Chavez is presently trying to arrest this trend of academic failure among Chicano students. The Colegio provides many Chicano students who would have dropped out of the education system (over 53 percent of the students who attend the Colegio would not be attending elsewhere, if the Colegio was closed) with an opportunity for higher learning. However, many of the students who come to the Colegio have difficulty excelling because of past experiences in the traditional education system. These difficulties are attributable to three factors that have contributed to the high rate of failure among Chicano students: 1) A lack of cultural pluralism in traditional education; 2) A sense of incompetence and impotency among Chicano students; and 3) A high degree of field dependency in learning situations among Chicano students.

During the academic year 1977-78, Colegio Cesar Chavez is continuing to develop a community-based, family-modeled, peer counseling system to deal with learning difficulties stemming from the factors outlined above. Within the counseling team setting, students and teachers together will learn how to understand and deal with learning problems through the use of a bicultural perspective on learning problems and their solution.

Both qualitative (observations) and quantitative (attitude scores) methods will be employed to measure the expected outcomes, i.e. higher self-esteem, academic progress, development of bicultural perspective, and development of field independency. A comparison will be made between students in the counseling teams and a control group of students not subjected to the counseling team experience on the basis of the expected outcomes listed above.

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Colegio de la Tierra
Goshen, California

All of us who work at the Colegio (staff and students) come from a working class background. We have all worked in the fields or we come from a line of generations of farmworkers. We are all Chicanos; we speak two languages-- Spanish and English. And we live in the rural areas of the San Joaquin Valley. The towns that are closest to us are Goshen, Dinuba, and Visalia. Our primary purpose is to develop a school of our own, designed to meet the specific educational needs of the rural Chicano.

For the past year, Colegio de la Tierra has been developing a new approach to teaching Chicanos in the rural areas how to read and write. But the method goes much deeper than guiding students to learn the mechanics of language. It is based on Paulo Freire's theory of learning that education must be both a liberating and humanizing process. To date, this process has been used only with students enrolled full-time at the Colegio. It has become clear to us, though, that this method can be used on a much wider basis, namely--popular education in the community.

The methodology employed established a teacher-student relationship that involves the learners and teachers on a learning process as "equal-knowing subjects." Through dialogue centered on themes related to the group's similar experiences, images and words are extracted that have socio-cultural significance to the group. The extracted words with selected images are "decodified" (broken down to discover the essence of their meaning). The eventual result of "decodification" leads to what Freire calls "The shattering of the culture of silence." The information and materials accumulated from the dialogues and writings of students have been compiled and produced into writing exercises.

The emphasis of the second year will be implementation of the method in the community with a much wider base of students. The project will be implemented primarily by those students who participated in the project during the first year. As a result of the project, we anticipate the use of this model in other areas of learning not directly related to language skills.

The expected outcomes of the project are the following: (1) To develop and implement a successful language program for the students of the Colegio and for the participants of a community-based education program, (2) To develop the materials and exercise manuals necessary to implement such a program, (3) To raise the learning capacity of the participants of the project by raising their critical consciousness of their social and cultural reality, and (4) To create a major impact on improving the educational conditions for the rural Chicano.

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College of the Atlantic
Bar Harbor, Maine

The surface of our planet has changed dramatically in the past twenty years. Our built environment not only frames and defines most daily activity, it also consumes more than 25% of the energy available to us each year. The technicians, artisans and tradespeople of the past have inadvertently left us with structures and spaces and public hardware that are rapidly draining and diverting our energy from more important tasks. Many excellent postsecondary institutions have been addressing the component parts of the "energy and built environment" problem in separate specific ways. It is our goal to attack this problem as a totality and to establish an educational model curriculum that deals with the problems of energy, economics, environment and aesthetics as one essential undergraduate field of study. In this way we hope to effect a change in the attitudes and skills of the artisans and technicians of the future.

The College of the Atlantic was formed eight years ago. Its major field of study is in the environmental and natural sciences. This four-year private college now has 15 faculty, 15 staff, and 120 students who are candidates for its Bachelor of Human Ecology degree. Because of its rural New England location and its environmental emphasis, College of the Atlantic began to develop a program in Environmental Design four years ago. Our curriculum is marked by a number of competencies and skills required for graduation. Among these are real world job experience, independent workshop involvement, and a final research project done on an environmentally related subject.

The Environmental Design program began with courses in shelter design and alternative building and heating technology and has evolved into a much deeper study of architectural history, site analysis and design, solar energy research, and many other courses. Our goal is to train a 'light blue collar worker' - scholars and aestheticians with 'real world' marketable skills, and technical tradespeople with a scholarly view of the planet's changing needs.

At the end of the final phase in our three year project we will have, we feel, an interesting and specific model curriculum that will be useful to both the liberal arts colleges and the trade schools interested in this work. Graduates of our program will be equipped to either go into various construction industries and occupations or to attend graduate school in architecture or related fields.

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The need for effective, humane, human services has never been greater. Yet public and private agencies charged with their delivery are beset by budget cuts and demands for productivity and accountability. It is the College for Human Service's belief that people's service needs cannot be met without a change in the way professionals are prepared, assessed and credentialled, and without basic changes in the way agencies deliver these services. The College believes that until the human service professional focuses on the recipient of service as a total person, until the professional sees that all the inter-related service needs of a client are being met, until there is a broad acceptance of a new professional role emphasizing a totality of service, until a basic goal of service is to empower the client seeking service so that eventually that citizen can handle the problems of his/her own life, and until human service practice is recognized as a cooperative function between citizen and professional, we will not see the widespread changes in service delivery that are critical if people's lives are to improve, and if we are to really make inroads on the problems of poverty, crime, health, housing and education.

In response to these problems, the College has developed a unique performance based model of professional education and assessment as well as a Profession of Human Service. Under the Fund grant, the College is establishing two branch operations, one in Broward County, Florida and one in California's San Francisco Bay Area. These branches will replicate the educational model developed by the College. As in New York, students at the branches are low income adults. Both branches have gained support from political figures, municipal and state agencies, and local funding sources. Each adaption reflects the demographic realities and the service needs of the area.

The College is also continuing to work with established institutions of higher education and human service agencies interested in developing new graduate level problems through adaptation of the College's educational design and its concept of human service practice.

Adaptation and replication involve a commitment to a new admissions process, a unique course of study which organizes theory around "crystals" of needed professional abilities and dimensions of effective performance common to all human service practice, a blend of classroom work and agency practice, a new faculty role and a method of assessment -- Constructive Action -- based on performance results.

The CHS with its branches and those other institutions working to adapt the model, expects that there will be new opportunities for people to enter human service practice through an alternative, theory and practice blended preparation. We also expect that performance will increasingly become the criterion for professional advancement, as well as for learning and assessment of learning during professional preparations. With the acceptance of citizen "empowerment" as the ultimate goal of effective human service practice in areas throughout the country, we expect significant increases in productivity, and changing patterns of human service delivery to meet the total service needs of individuals and help them become self-sufficient.

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Colorado Mountain College
Glenwood Springs, Colorado

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Colorado Mountain College, a two-year community college, serves a five county district in west-central Colorado. The expansiveness of its district, some 5,900 square miles; the relative isolation of the communities; and the impact of energy and recreation development combine to make it difficult for adults to gain access to educational services. To overcome the problems of distance, terrain and weather, CMC operates eight fully staffed, community-based centers throughout its district. Although these centers have been successful in providing instructional services, there remains a critical need for expanded educational, career and life planning information and adult counseling.

The Outreach Adult Counseling and Information Service (OACIS) provides an information, assistance, and referral system for the outreach centers. Using community "counselors" OACIS works to assist individuals in establishing goals, evaluating options and alternatives, making decisions, and contacting necessary resources. Beginning at the community level, OACIS establishes referral network of local, regional, statewide and national sources of life, educational and career information. In the first year of a three-year grant, OACIS is a full service student personnel system for adult learners. In addition to college resource, OACIS operates in conjunction with the employment service, four-year colleges and universities, mental health agencies, and the like.

OACIS will allow the Continuing Education Division of CMC to be a complete, community-based educational service Center. It will be a system for community problem solving; assisting in identifying manpower sources and the need for training and retraining. OACIS will also identify and serve broader postsecondary learning needs, such as, external degrees, alternative delivery methods for course instruction and certifying and crediting life skills and abilities.

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This project deals with an aspect of consumer protection for part-time students. It raises the question whether the per-credit hour tuition system, which originated when colleges had only day programs, and the vast majority of students were on campus full-time, is equitable to part-time and evening students. Under this unit pricing system, working adults who attended evening and weekend programs are charged for services they neither get nor want. This project provides a way in which colleges can experiment with "unbundling" their tuition charges with a minimum risk of financial loss.

The obsolescence, not to speak of inequity, of the unit price system reflects a more fundamental reality about college and university support services. The whole structure of counseling and extracurricular activities reflect an age when the college stood in loco parentis to youths in late adolescence. Such services tend to be inappropriate both in substance and in tone to the needs of mature adults. A change in the unit price system will require re-structuring the services themselves.

Equity for part-time students, then, involves more than tinkering with an existing tuition schedule. A new pricing system which "unbundles" the services which the traditional credit hour charge provided requires thinking through what are the services which part-time students want and need.

The Conference proposal would:

- (a) "Unbundle" the unit price structure and assign to each service, e.g. classroom instruction, counseling, academic advisement, job placement, etc., its own separate price.
- (b) Once the elements which make up the unit price are unbundled and given an individual price, they can be recombined to create a package of services tailored to the needs and financial resources of each part-time student.
- (c) When instruction and support services are provided on a demand basis, colleges can insure proper staffing at the times when demand warrants.

Unbundling allows market forces to come into play so that the college can shift resources into areas more clearly responsive to student needs. Unbundling forces the colleges to find out what the consumer really wants.

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Colleges today are challenged to provide realistic career education for men and women who have worked in one or more jobs for years and now have selected occupational goals which require postsecondary preparation. Some of these chosen occupations are in newly emerging careers, others require a wide variety of talents. Many of these jobs requiring sciences, math, and elements from several disciplines are appropriate for associate level college education. To prepare for these jobs most individuals can use a block of mid-management courses and a basic unit of general education, but beyond that the most effective educational plan is individual in nature. Adult students cannot leave their responsibilities to attend a college with the correct specialization even if one could be found. On the other hand, colleges cannot set up the typical, structured academic degree plan for each new career opportunity.

The logical solution is not to set up more segregated academic divisions or departments but rather to ignore artificial boundaries and select from any discipline or field those courses which can develop the skill, knowledge or competence needed to meet a specific job requirement. If it makes sense to "custom-fit" a suit or dress, then surely it should make sense to "tailor" the degree plan to individual requirements.

Connors' project considers career preparation as a total process. The prospective student is helped to define the job objective, and a concrete title or position is discussed fully. The Connors staff contact a successful practitioner or employer to seek help in describing required and/or desired skills and knowledge for successful entry into the field. Relevant skills already acquired in work or other education are omitted from the student's individual degree plan. The counselor then talks to teachers to select the courses to supply needed skills, an individual advisor is chosen, and a degree plan signed. If a needed educational component is not available on campus, the counselor looks for non-formal or on-the-job training resources in the community. A "custom-fit" degree plan may also include one or two electives that the student wants for self-fulfillment.

We hope to help colleges discover that they can encourage adults to contract for the acquisition of knowledge and skills important to their own lives, without threat to the preservation of academic standards, and that good college instruction planned for a purpose can be as professional as lock-step progress along the sacred path of ordained subjects.

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Through its "Learning in the City" program (postsecondary education for working adults in a location and at a time convenient to place and time of employment), the Consortium for Urban Education has uncovered a problem which is widespread among working adults: the need for comprehensive postsecondary education information. Almost 50% of the Learning in the City students taking their first course are doing so for job development reasons, 39% taking their second course wish to obtain a college degree; 22% taking their second course were doing so to achieve improved job skills and 22% for professional advancement. Traditional institutional counseling and course schedules are not designed to help these people and many other like them achieve their goals. The Adult Education Information Center is designed to assist these people in determining their educational needs and in locating educational opportunities which will meet their scheduling and other situational needs.

This is the first year of a two year grant for the development and operation of the Adult Education Information Center of Indianapolis. The center, staffed with a full-time counselor and secretary/receptionist, provides counseling and referral services to adults interested in pursuing some kind of educational experience. Information on postsecondary educational offerings has been gathered and systemized for easy reference. Included in the counseling services is vocational testing for the client who is unsure of his/her interests and potential for educational endeavors, and on-site participation at the Center by representatives from area institutions for those clients with specific questions.

As a result of the Adult Education Information Center of Indianapolis, adults interested in furthering their education will no longer be confused and overwhelmed by the vast number of postsecondary offerings in Indianapolis. Through the Center they will receive personalized counseling to help them find educational opportunities appropriate to their needs. In addition to meeting the needs of the clients, the center will provide a common base for expanded cooperation among Indianapolis postsecondary educational institutions. Opportunities are expected to be developed where needs are unmet.

The applicability of the Center to other locations is high as the information has been arranged in a system which can be easily adapted to other centers. Because the foundation on which the Center has developed is one of cooperation, it also provides a model of cooperation, it also provides a model of cooperation among institutions, government and social service agencies.

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**Cooperating Raleigh Colleges
Raleigh, North Carolina**

The Wake County area of North Carolina is educationally served by six institutions which comprise the Cooperating Raleigh Colleges, a state Technical Institute, and a number of proprietary schools. Large numbers of adults who have never completed high school, women, unemployed adults, retired persons and others desiring some type of postsecondary education seek a centralized source of information about the programs available to them. To overcome the fragmented nature of information on postsecondary education and the reluctance people have in approaching formal institutions, the Adult Learning Information Center has been established by the Cooperating Raleigh Colleges and Wake County Public Libraries to serve as collector and disseminator of information concerning all postsecondary education in the area.

The Center, physically located in the main library of the Wake County Public Libraries, and fifteen branch libraries respond to telephone and walk-in inquiries. The major objective of the Center is to provide services to adults in Wake County in three areas: the provision of accurate information about learning opportunities; referral to specific agencies and individuals providing services; and when needed or desired, the opportunity to explore career and educational alternatives with a counselor.

In the first year of operation a staff was hired consisting of a counselor/coordinator, a library assistant and a clerk/typist. Resource material concerning postsecondary educational programs has been collected and organized for easy retrieval. This information has been distributed in booklet form to various schools, libraries, agencies and counseling centers throughout the area.

During the second year, efforts have been directed toward improvement of the information and services. Followup data is continuously collected to determine the long range effects of the services provided by the project. As a means of extending these services to a wider public, the Center sponsors events at which representatives from the various educational groups are in a centralized location to provide specific information. In the first two years of its existence, the Center had over 6,000 individual contacts and reached an additional 2,000 adults through program presentations and special events.

As the Center enters its third and final year of FIPSE funding, the main priority will be to secure a permanent source of local funding. The project is beginning to function as a model statewide as the trend toward non-traditional educational alternatives develops. The Center's performance has been analyzed, according to the following factors: (1) the number of persons who have contacted the Center; (2) systematic followup of clients; (3) staff and agency evaluation and (4) the number of agencies making referrals. This evaluation suggests that the project is succeeding in its goal to consolidate information about postsecondary learning opportunities and facilitate adults' reentry into the educational system for the benefit of both the public and the postsecondary community.

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Lack of legitimate career opportunities and resulting financial instability are major factors contributing to a revolving door cycle of offense/incarceration/release/re-offense and further incarceration.

This statement reflects the opinion of many penologists and educators throughout the United States and abroad, who agree that ex-offenders can benefit from ability assessment, employment orientation, job sampling, career counseling and postsecondary academic or vocational education. Most ex-offenders lack the experiences, resources and assistance necessary to make appropriate and rewarding career choices and have had a difficult time being successful in a traditional educational setting. It is estimated that 80% of the parolees and probationers in Washington, almost 12,000 persons, lack skill training or employable skills. Corrections Clearinghouse, a division of the State Employment Security Department, specializes in academic and/or vocational education and employment services for this population. In the process of placing individuals each year in academic or vocational education courses, and especially disadvantaged group of ex-offenders has been identified. It is on this group that the Career Awareness Project continues to focus in the second year of operation.

The clients selected for the program typically possess a below average educational level, limited employable skills or work history, a low level of self-awareness, unrealistic attitudes toward work and an inability to make positive career choices. The individualized four to six week curriculum includes components in survival skills, communication skills, consumer education, aptitude and interest testing, self-esteem and job seeking/retraining skills. Clients have access to the computerized Careers Information System, which provides up-to-date information on various career areas, labor market projections, and or vocational education programs available throughout the State. Clients actively participate in all phases of the program, including group counseling, role playing, touring vocational training programs as well as assisting one another in the learning process.

In the second year, sixty of eighty Career Awareness Project participants will be placed in academic and/or vocational education programs, on-the-job training and employment activities. At least 60% of the individuals enrolled in the program will be from minority groups, reflecting the great over-representation of minorities within the State's correctional population.

It is felt that by selectively assisting individuals in choosing appropriate career goals, and developing training, education and job placements, this project can have an impact on breaking the recidivism cycle and reducing costs of incarceration. If these expected outcomes occur, the possibilities for transferring the "Career Awareness" model to other communities are great.

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During the past several years, law schools have greatly increased their efforts to teach law through clinical programs in which students represent clients under the supervision of faculty members. As a component of the law school curriculum, clinical programs provide students with additional insights into serving as a member of the profession and allow students to apply some of the learning acquired in more traditional courses. In addition, clinical courses call upon some abilities of students not tapped by purely academic courses. Clinical teaching also attempts to teach some lawyering skills that are beyond those previously taught in law school, such as negotiation, interviewing and counselling, trial practice, case management, and fact gathering.

It is generally believed that the traditional examinations given in law school do not test these abilities and cannot be used to evaluate the performance of students in clinical programs. The initial purpose of this project is to develop evaluative instruments for this purpose. The goal is to prepare paper and pencil tests that will correlate with subjective evaluations of a student's performance made by experts. There is strong evidence that such test would be used by a large number of law schools, particularly if they are machine gradeable.

Assuming that satisfactory evaluative instruments can be developed, an attempt will be made to form a permanent consortium of law schools interested in developing a centralized method of administering the tests, and in their continual improvement. The Law School Admission Council, which has as its members all law schools accredited by the American Bar Association, and which administers the Law School Admission Test, is the likely model for this contemplated association.

A possible further undertaking of the Association would be the development of a program for certifying students who complete a program of lawyering skills and satisfactorily score on the tests. Since those organizations concerned with licensing lawyers to practice law have become interested in testing for lawyering skills, the certification program, or the tests, may be useful in this context as well.

The basic procedure will involve the development of evaluative instruments from a priori assumptions made by educational psychologists and those who have expertise in the teaching of clinical law. These will be administered to students in clinical programs and then validated against evaluation of student performance made by law teachers and practicing attorneys.

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In the past two decades a new category of worker has emerged in the human services: mostly poor, from minority groups, and for the most part with little formal educational background. A significant number of this large group of human service workers have become highly skilled practitioners. Some of them are trainers and supervisors. In some human service fields, in the addictions for example, they have been the pioneers. Yet, because of the inability or unwillingness of professional schools to credit their proven skills and knowledge and because a baccalaureate degree is almost invariably a condition of entry to such schools, these workers have been denied professional training and the legitimacy offered only by academic credentials. The result has been an unfair consigning of these skilled and experience-proven human service workers to the ranks of a neither class--"paraprofessionals." In addition, it has blocked agencies from advancing them into decision-making roles, thus shutting off their unique contributions in making human service bureaucracies more responsive to the needs of the citizens they serve.

The Eagleville- Lincoln Master's Program in Human Services, initiated by Eagleville Hospital and Rehabilitation Center, the largest combined alcohol and drug treatment program in Pennsylvania and a national training and research center, is a response to this program. The program is offered at Lincoln University, the oldest Black university in the country. Ten other agencies from four human service systems (alcohol, drugs, criminal justice and mental health), have cooperated in developing, teaching, and assessing a performance-based generic program in the human services leading to a master's degree. This program admits students on the basis of proven experience and the requisite academic skills rather than the mere possession of an academic degree. The program focuses on the integration of theory and practice; both are equally valued. Students' success is measured by demonstrating ability to apply theory to practice. The job situation is structured by the work supervisors and the classroom teachers to provide the maximum learning opportunities and to test this learning. The design of the program is based on the pioneering model developed by the College of Human Services in New York City.

The program, which began with a pilot group of fifty-two students (all full-time employees of the participating agencies), begins its second semester in September of that year. A new entering class is expected to be admitted in January of 1978. The program is designed to be accomplished in a little more than four semesters. Classes are held on Saturdays and one evening a week. The faculty consists of full-time and part-time Lincoln University teachers and an adjunct faculty of work supervisors in the agencies. There are weekly integration seminars of the combined academic and work faculty. The agencies involved in the program, in addition to Eagleville and Lincoln, are Philadelphia Probation Department, Montgomery County MH/MR Emergency Service, Gaudenzia, Inc., Pottstown Area Drug Rehabilitation Program, Albert Einstein Community MH/MR Center, State of Delaware Bureau of Substance Abuse, Bucks County Corrections, Dauphin County Commission for Treatment and Program Development, the Therapeutic Community of the State Correctional Institution at Camp Hill, and the Alcoholism Division of the West Philadelphia Community Mental Health Consortium.

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The East Central College Consortium is composed of seven private liberal arts colleges including: Bethany-Bethany, W. Va.; Heidelberg-Tiffin, Ohio; Hiram-Hiram, Ohio; Marietta-Marietta, Ohio; Mount Union-Alliance, Ohio; Muskingum-New Concord, Ohio; Westminster-New Wilmington, Pa.

Between 1974 and 1977 the seven member colleges cooperatively planned and implemented an inter-institutional program which offers adults the option of earning a degree from a member college or from the Consortium itself. As a consequence of this effort, the colleges are experiencing a changing mix of students with increasing numbers of adult, part-time students who come primarily from the small towns and rural counties which surround our seven colleges. The adults who enroll in the program deal with our faculty on a one-to-one basis and combine on-campus work with home-study. There are presently about 250 adults enrolled as candidates for degrees from the member colleges and 25 who are candidates for Consortium-awarded degrees. All adult students who seek college credit for non-college prior learning are assessed by the Assessment Board of the Consortium. This project, therefore, addresses the problem of providing faculty members at small, liberal arts colleges with the skills to function successfully as mentors and academic advisers of adult, part-time students. We believe that this requires abilities distinct from those which are involved with successful classroom instruction of residential students.

This project involves two principal activities focusing upon alternative instructional techniques and alternative academic advising techniques. First, we are holding four Consortium-wide two-and-a-half day workshops for faculty members from common discipline areas. The workshops center upon innovative instructional approaches that have particular application to adult, part-time students. Second, each campus is planning a continuing workshop that will stretch over the two year life of the project and which will train a core of approximately twenty faculty members to be academic advisers of adult students. Each campus's plan is subject to approval by the Consortium Academic Council. While there are some common resources used at all seven colleges, each has the flexibility to design its continuing workshop in a way that addresses local needs.

Upon conclusion of the project in 1978/1979, seven small colleges will have available a core of faculty members who are especially competent to meet the changing educational needs of adult, part-time students. This will enable these institutions to better meet the needs of the changing student mix which we see occurring on our campuses and which we believe will be increasingly significant in the nineteen eighties. This project should serve as a model for many small colleges which are striving to address the educational demands of adult students.

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**The East Harlem Block Schools
New York, New York**

Until recently, parents were not viewed as contributors toward the education of their children. They were excluded from the classroom and overlooked as potential resources to teachers. For the parents who have now started serving as paraprofessionals in the classroom, and demonstrated the value of their work, there is no way to recognize their competence or build on the career experience that they have gained. State Departments still require academic credentials as the basis for teaching certification. For the many adults who have contributed their time and effort as paraprofessionals, investing in an undergraduate program is neither fiscally feasible nor practical in terms of the time required to complete a four year program. The Block Schools have developed a unique partnership with several established colleges that deals with these problems.

In 1965, the East Harlem Block Schools, a non-profit organization, was started by parents who were unhappy with their children's education in public schools. The Block Schools have grown to two nurseries, an elementary school (grades 1-8), 25 professional teachers, 40 non-degree holders, and a number of parent volunteers. In addition to providing better instruction for their children, the Block Schools is concerned about developing practical programs for teachers based on how effectively one teaches, rather than how long a person spends as a student in the classroom learning theoretical concepts. Through a special arrangement with the Bank Street College on Education, and on the basis of demonstrated competencies, staff members of the Block Schools can earn up to 36 undergraduate education credits through participation in the Block Schools Training Program. Although Bank Street offers the educational component of an undergraduate degree, it does not have the rest of a B.A. program. Further, many parents and staff members do not aspire to be teachers, but nevertheless make valuable contributions to the health and growth of Block Schools children and their families. After several years of exploration with various institution, a B.A. program through Goddard College began in October, 1975. The New York City cluster of this Goddard external degree program incorporates the Block Schools teacher training model and leads to a liberal arts degree with a state teacher certification option. It is an important key to the Block Schools' total community development effort. Also, a field-based competency approach masters degree program, recently accepted by Bank Street College, is linked to the undergraduate teacher training, and thereby enhances the overall integration of the total Block Schools operation. A video-tape program further fosters teacher development and parent involvement.

The Block Schools is now undertaking a new but related effort of extending the adult education model to other centers. Using the Block Schools College Program as a resource, support and technical assistance are provided to other school and day care centers which want to start similar training programs, based at their center and affiliated with and credited through established colleges and universities. Another important task is to secure a permanent source of funding to assure the continuation of the Block Schools program. Success in the accomplishment of these two tasks will have potentially enormous implications, not for the Block Schools, but also for the funding and nature of training for approximately 10,000 New York City daycare workers.

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The Educational Broadcasting Corporation, which operates metropolitan New York's public television station WNET/Channel 13, has long provided educational services, principally daytime programs for in-school use. Recently, the station undertook, with a small planning grant from the Fund, a project to define and plan a college-level program for adults.

Out of this initial planning phase, WNET and a small group of local colleges and universities are co-sponsoring a multi-media, open-learning program for non-traditional adult students. Initially limited in scope, the program will offer a rigorous educational experience in flexible learning environments to people who have been on the periphery of United States higher education. The experience of the British Open University suggests that, in Britain at least, such a concept is indeed practical. This program will be a test of its applicability in this country.

In its first two years, the program will provide a coordinated set of liberal arts courses designed as the foundation for a variety of degree programs. Enrolled students will be awarded credit toward a degree by one of the participating colleges.

The special challenge of the program lies in its ability to overcome the barriers to higher education faced by working people in blue collar, clerical and technical jobs. By developing recruiting strategies and support services specifically designed to meet the needs and interests of these non-traditional adult students, the program will attempt to redress the imbalance of this population's underrepresentation in higher education. Basing much of its outreach efforts at community, union and work-place locales, the program plans to establish a network of (geographically, educationally, and psychologically) accessible learning centers which will assist people in taking full advantage of new models of higher education.

Thus, the program consists of three interrelated components:

- Printed curriculum which the student will follow in his own time and place. Interaction between the students and the college can be at a distance - e.g., by telephone, correspondence, etc.
- Visual materials, supplementing the print materials, will be aired at set times on television. The films will permit some potential students who are uncertain of their ability to handle college-level work to get a taste of the range of material and subjects before enrolling.
- Off-campus learning centers, easily accessible to the student population, will provide tutorial assistance, occasional seminars and ancillary support and counseling services.

The program will enroll its first students in the spring term, 1978, with seven learning centers in operation and two to three courses on the air. A careful evaluation of the program in its first term of operation will examine student progress, curriculum development and the structure of the program.

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Educational Change
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One of the barriers to improving undergraduate teaching is the isolation of teachers--faculty at one institution are uninformed about the work of their peers at another location. Even within the same institution, the structures of postsecondary education discourage the flow of information. A professor in one discipline rarely discusses his or her teaching with a professor from another department. And although many significant and worthwhile teaching approaches sprouted in the 1960s, few networks exist to communicate them.

Evaluations of good teaching seldom reach the professional literature, and if they do, the descriptions are frequently dull or so complex that they can be read only by those in the particular discipline. Change Magazine, the monthly opinion magazine of higher learning, is working with the disciplinary associations to promote the improvement of good teaching. Change has a circulation of 26,000 and a readership of 80,000; it is a vehicle that already exists to communicate these practices.

Change is developing and publishing over three years six supplemental issues called Reports on Teaching (each 72 pages, 50,000 copies). Each Report covers teaching in three disciplines and the final Report includes interdisciplinary work. The articles in the Reports analyze specific teaching techniques at colleges across the country. They are written by professional education journalists and are free of the jargon and vocabulary unique to the discipline. Criteria for selection of the teaching projects include measures such as learning effectiveness, cost effectiveness, and replicability. There is a cross-referenced index for the series to encourage readers to consider techniques in other fields.

The Reports are distributed free of charge to all Change subscribers, the department heads in the disciplines featured, selected members of the disciplinary associations - whether journal subscribers or members of teaching divisions - and over 13,000 copies of each Report are sent on request to over 250 institutions for distribution to interested faculty.

This project offers the chance to communicate good teaching programs between professors and between disciplines. The national visibility and expressed concern for good teaching lends a sense of legitimacy and community to those who have often felt they were the only ones concerned about improving teaching. The project evaluation looks at the impact of the Reports on various individual campuses and in a larger sense examines the usefulness of this kind of national attention to teaching.

Project Director:

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The Educational Consortium of Health Care Agencies of Northern New York is a non-profit membership organization of hospitals, nursing homes, adult homes, county mental health agencies, public health nursing services and other health care related agencies, serving seven counties of Northern New York State. A primary function of the Consortium is to work with area colleges and universities toward the improvement of educational opportunities for health care personnel. However, most area colleges are basically liberal arts and industrial technology oriented. Also, present economic conditions make it difficult for postsecondary educational institutions to initiate new programs. These factors, combined with the rural geography of Northern New York, point up the need for a new approach for providing cost-effective and practical continuing educational opportunities for health care workers.

During the twenty-four month grant period, the Consortium, cooperating health care institutions, Mater Dei College, the State University College at Brockport and other area colleges are working together to develop a "Flexible Educational System Model". This is being effected through the establishment of a prototype information gathering and assessment mechanism to provide continuous evaluation of educational needs and interests of health care personnel and of projected health care institutions and agencies.

The procedure for developing the Flexible Educational System includes:

- (1) development of an on-going relationship between the Consortium, area health care institutions and cooperating colleges; (2) the establishment of a network of "Learning Advisors" (one in each cooperating institution) as the "key" people in the information gathering mechanism; (3) analysis of needs assessment-health manpower information to determine what courses should be offered; and (4) flexible scheduling of courses according to student interest and availability, making full use of the human and physical resources available in the area. Persons within cooperating agencies and other institutions are viewed as potential instructors.

The outcomes of the project will include: (1) the training of Learning Advisors in each of the twenty-four cooperating institutions; (2) the continuation of the working relationship between participating agencies and colleges; (3) an operational needs assessment-health manpower information gathering system to provide data for curricular planning; and (4) increased educational opportunities for the unserved segments of our population.

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Two recent studies of bachelor's degree programs, one by the Carnegie Council on Policy Studies in Higher Education and one supported by the Fund for the Improvement of Postsecondary Education, have shown a strong tendency for bachelor's degree programs to become more specialized at the expense of general education and for the general education portion of degree programs to be poorly articulated. A new project is therefore being carried out, with support from the Fund, that will assess student achievement with respect to several forms of academic competence often associated with general education. Fifteen colleges and universities in California are participating. Within these institutions are three major approaches to general education with minor variations of each --(1) the requirement that students take one or two courses from each of three to five groups, (2) the requirement that all students take a core of the same interdisciplinary courses, (3) and individualized curriculum in which each student works out his or her own program in consultation with a faculty member.

Faculty members from each participating institution formulated questions to assess each of four competences--communication skills, analytic skills synthesizing skills, and cultural awareness--in each of four content areas. The questions were tried out, validated against faculty judgments of students' competences, revised, tested again, revised again, and then administered to samples of students to compare achievement under the several curricular forms found in the participating institutions. The collective achievement of about 1,200 students who have had different kinds of educational experience rather than individual student achievement were assessed. Samples of faculty members are called on to judge what proportion of a hypothetical group of graduates representative of sound academic standard would succeed on each question, thus specifying academic standards for the questions.

The primary outcomes of the project are (1) the development of questions and procedures for assessing programmatic effectiveness in general education through a procedure modeled after the National Assessment of Educational Progress, (2) the specification of a set of standards that can serve as a reference point institutions might use in developing their own standards, (3) the assessment of collective achievement in 15 diverse institutions with respect to some of the goals of general education, and (4) the assessment of differential achievement with respect to different kinds of competence and different areas of content across different kinds of programs.

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The Exploratorium is a museum of science and perception which has received national and world-wide acclaim. It provides exhibits, designed and built on site, which lead one to explore and interact with the senses. Unlike the stereotype of a museum, we do not preserve objects merely for their historical or intrinsic interest. Everything in the Exploratorium is conceived as an instructional tool which can serve to illuminate specific natural phenomena or scientific concepts. We are an educational resource, a library of learning props which can be used by both visitors who are managing their own education and by formal educational institutions which range from nursery school through university graduate courses.

The many distinctive features of the Exploratorium, plus the general ambience of the place, the beauty of some of the effects and the obvious financial austerity of the entire project, have made the Exploratorium a place which many communities and universities would like to emulate. We are trying to find ways to assist them to do so.

Written Materials

We are continuing development and printing of "Recipes" which tell how to build our exhibits, and which are being made available both single and in "Cookbook" form.

We are writing and printing a detailed and instructive Catalog (a teaching tool, textbook for courses, and guide to exhibits).

We are writing and printing Idea and Interconnection Sheets which relate the exhibits thematically among each other and also broaden experiences and ideas not embodied in the exhibits.

We are writing general treatises on the way exhibits are conceived, developed, fabricated and debugged.

Personnel Development

A new program, Internships at the Exploratorium, is being developed for pairs of individuals from communities which wish to develop Exploratorium-like learning centers. Intern-pairs could include a dedicated university faculty member on summer or sabbatical leave (or museum program director) plus a member of the community at large who represents a group interested in the project. The personnel development will include appropriate Exploratorium staff members who, in addition to working with Interns, could spend up to two months helping and consulting with sponsoring institutions staff where new projects are being undertaken.

At the end of our projected three-year replication program we hope both to have assisted at least 20 communities in developing their own Exploratorium-like learning centers, and to have developed a variety of detailed descriptive written materials which can be made available to colleges and universities and community organizations to supplement, assist and stimulate coursework related to Exploratorium exhibits and scientific phenomena which they illustrate.

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The Florida State University
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Assessment of learning outcomes is an implicit and essential component of any instructional system. When instruction is individualized in order to meet the needs of a diverse student population, this assessment component becomes particularly essential since testing procedures are expected to both diagnose individual learner difficulties as well as certify the adequacy of learning outcomes. A significant obstacle to implementing assessment in these individualized settings is the magnitude of the clerical support required to administer, score, and provide prescriptive feedback to students, as well as maintain summary performance records for instructors. Through its Center for Educational Development and Evaluation, Florida State has incorporated individualized instructional procedures in the redesign and development of a number of university courses. Current approaches to managing the assessment component with individualized settings (e.g., forms of the Keller Plan and computer managed instruction) have been found to be significantly more costly than lecture presentations accompanied with group testing. Furthermore, it has been demonstrated that significant numbers of objectives were being tested with verbal items when, in fact, the objectives describe outcomes incorporating real-life applications or simulations which required audio or video stimuli. Finally, it was observed that present assessment techniques were not assessing certain objectives which required comprehensive and higher cognitive levels of learning outcomes such as critical thinking and problem-solving.

Support from the Fund is being used to develop non-conventional CMI procedures which substantially reduce expenditures for hardware and the amount of load placed on the computer's processing unit. These procedures are being implemented within a prototype Assessment Resource Center which permits efficient use of media in the testing process. Alternate but supplementary assessment strategies are being evaluated for their ability to measure higher cognitive processes. Procedures developed within the project were initially implemented within courses in biology, communications, interior design, physics, and statistics; during the second year, the assessment system is being expanded to selected courses from 15 academic departments representing an enrollment of approximately 3,000 students per academic term. Faculty associated with the various courses are participating with the Center for Educational Development and Evaluation in a total instructional systems design. During the project's first year, the CMI procedures were operationalized and the assessment designs were developed in the initially selected courses. During the project's second year, the instructional systems incorporating these assessment procedures are being implemented and evaluated.

Improved cost-effectiveness will allow for large scale implementation of CMI procedures. Availability of computer management will greatly facilitate efficient incorporation of assessment as an integral part of individualized instruction. The use of alternate media and assessment strategies will permit more complete evaluation of student achievement. Products of the project will include a detailed outline of procedures for implementing finalized assessment procedures within a course, documentation describing the potential and limitations of various alternatives to conventional assessment procedures, and documented computer and non-computer software associated with the assessment resource system. Information pertaining to the project will be disseminated through presentations in journals and professional meetings, and through the mailings of a semi-annual newsletter.

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Franconia College
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Twenty-four million people in the United States are 65 years old and older. They are faced with retirement, inadequate pensions, increased immobility, and loss of family and friends. Governmental agencies and responsible families alike tend to view the elderly as a social problem to be managed efficiently and mechanically. This can cause a personality destruction so intense and complete that even the best adjusted are likely to accept society's image of the useless elderly. One factor in this process of disengagement is the helpless resentment older people feel towards the many public activities which, on the one hand, tax them beyond their means, and on the other hand, discourage them from participation. When, in addition, the elderly view public education as either frivolous or contrary to their fundamental values, a strong foundation has been laid for a negative, retrogressive political movement of great potential effect.

Franconia College, with three summers of experience in educating the old and young together, has developed a component which expands the accessibility of higher education to the elderly. The cornerstone of the PIONEERS Project is the restructuring of a series of courses into a modularized format. During the Fall 1977 and Spring 1978 terms, the College is offering six eight-week courses. Each course is composed of four distinct two-week modules. Each module is a complete unit, requiring participation in neither a previous nor a subsequent module, yet linked to the other modules such that the four two-week segments comprise the equivalent of one full semester course. PIONEERS may thus participate for as few as two or as many as eight weeks. The courses are offered for full academic credit. Younger residential students and Continuing Education students as well as PIONEERS are encouraged to enroll.

In addition to participation in the courses, PIONEERS are invited to live on campus in standard dormitory facilities. They are asked to participate in the governance, work program, and social life of the College on the same basis as younger students. The program operates with the cooperation of local agencies serving the elderly to identify course needs, seek out potential participants, and evaluate project accomplishments. An average of 20-25 PIONEERS per module are to participate, approximately one half of whom live in the local area.

The project will generate a restructuring of the Franconia College curriculum. The modularized course format offers new, more flexible scheduling for younger students. It will enable older Americans who would not otherwise seriously consider higher education to take advantage of the College's resources. In meeting the following three objectives, the project will serve as a model for the creation of an entirely new network of educational services for the elderly: (1) to begin to break through the problem of age-segregation of the elderly, (2) to enrich the period of retirement through education, and (3) to evaluate the impact of age-integrated programs on learning and the organization of higher education.

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Decisions about education at all levels of government are seldom based on the best existing information. Policymakers complain that needed information is scattered and difficult to obtain. Additionally, educators, scholars and government policymakers too rarely work together to resolve critical issues. Educators frequently complain that they are misunderstood, that policymakers do not understand many problems from the perspective of the real world and that there is not easy access between educational policymakers and practitioners. When the opportunity for cooperation is available, it is often not developed to the full advantage of all parties. As questions of financial resources and the relevance of postsecondary programs become critical issues in the late 1970's, it is increasingly important that educators and public policymakers work together, communicate effectively and share a common base of high quality information.

The Postsecondary Education Convening Authority (PECA), with this year's support, continues its issue development activities undertaken over the past three years. PECA synthesizes and translates information and convenes influential groups of policymakers to consider important issues in postsecondary education. Several critical issue areas have been selected each year. For example, on the issue of lifelong learning and public policy, PECA has sponsored the Monthly Dialogue on Lifelong Learning, an open forum designed to improve communication between federal policymakers and practitioners in lifelong learning. PECA has also continued its work in the area of state licensure and approval of postsecondary institutions and in determining the respective roles and functions of the states, the federal government, and the private accrediting associations in the evaluation of postsecondary institutions and programs.

For the coming year PECA plans to concentrate its issue development and convening efforts around the issues of lifelong learning and the impact of government policies on improvement efforts in postsecondary education. Activities will include the continuation of the Monthly Dialogue on Lifelong Learning in addition to a series of invitational roundtable discussions for representatives of diverse federal agencies to focus on potential coordination of efforts in their lifelong learning programs. PECA will convene a series of task forces to identify, clarify, and analyze the special problems which certain government policies present to educational innovators. Once the problems are clearly understood, the task forces -- which will include both government officials and educators -- will seek to resolve them. A culminating publication will result from the task force deliberations.

Other activities sponsored by PECA will include task forces on selected topics, syntheses of convenings, and comprehensive publications for dissemination to the wide audience in postsecondary education.

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Engineering schools are feeling increasing pressures to expand their traditionally tiny enrollment of women students. These pressures flow from several sources: the national concern to extend equal employment opportunities to women, a projected shortage of professional engineers, and a desire of engineering schools to maintain enrollments in the face of projected downturns in undergraduate student population. Female enrollments represented almost 9% of the first year engineering class in the Fall of 1975. In contrast, fewer than 2% of practicing engineers are women. This project addresses the absence of adequate guidelines for college administrators designing programs to increase recruitment, retention, and graduation of undergraduate women engineers.

To develop such guidelines, the project draws on three main activities. Available literature describing both research studies and reports of program experience is under review. The project is studying the processes that link administrative actions to student perceptions at one particularly successful program (here at Georgia Tech). And, a mail and telephone survey of all sizeable programs for undergraduate women engineers in the U.S. (about 40-50) is being prepared.

Findings from these three information sources will be drawn together into a set of concrete recommendations aimed at the college administrator. The intent is to provide a set of specific suggestions for institutional policy actions which, based on the available data, appear to relate to increases in women engineering students. We aim to identify the major issue areas for different mixtures of students and institutional types. In turn, we will assess the effectiveness of various program elements, contingent on types of situations, in addressing the issues.

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Great Lakes Colleges Association
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The educational needs of women students will not be met until college curricula are revised to reflect the growing body of knowledge related to the lives and contributions of women, and until faculty receive adequate information and training for advising women students. These are difficult for any institution to accomplish, but are especially so for liberal arts colleges today, facing stringent budgets and with very few faculty women (the majority of those usually untenured) and therefore only limited knowledge about what needs to be done. Working separately, such colleges face a nearly impossible task. Through the Great Lakes Colleges Association's Faculty Development Program, faculty members and administrators concerned about women's issues were able to develop a network to share information, successful approaches, and mutual encouragement. A GLCA Women's Studies Committee, representing each of the twelve colleges of the consortium, was appointed and serves as the governing body of the new GLCA Women's Studies Program. The grant from Fund for the Improvement of Postsecondary Education allows for expansion of the network and for progress toward curricular cooperation.

The Program is now producing a newsletter, arranging exchanges of faculty for consulting and lecturing, updating a handbook of Women's Studies resources within the consortium, and establishing a collection of films and video tapes. The Women's Studies Committee will sponsor a major conference during the academic year, and a number of smaller focused workshops for faculty, administrators, and students. The groundwork is being laid for a consortial major (or concentration) in women's studies which will combine rigorous academic work with the development of life-planning skills and marketable competencies. Assistance is offered in designing interdisciplinary women's studies courses at colleges where these are not already offered, in setting up guidelines and options for any women's studies practicum, and in further development of a women's studies major. The Program is also cooperating with career planning centers at the colleges to assist faculty in better advising women students. The appointment of a GLCA Visiting Scholar for the second semester of this academic year will enhance the academic reputation of the Women's Studies Program and will contribute specific expertise to each of the colleges.

An increase in attention to women's issues, and in the morale and productivity of GLCA feminist scholars/teachers has already been noted. Administrative support for women's studies is increasing (three of the colleges now have a separate budget line for women's studies). A consortial women's studies major (or concentration) will meet the specific needs of individual students as well as providing an intellectual core for more general women's studies activities throughout the consortium. In addition to making possible important progress at the GLCA member institutions, we expect this consortial approach to women's studies to provide a useful model for other groups of liberal arts colleges.

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The rapid growth of continuing education for women in the United States can be observed in the reports of the U. S. Department of Labor Women's Bureau for 1966 and 1971. Only 87 continuing education for women programs and centers were reported in 1966 compared to 367 in 1971. This number has increased rapidly since 1971. What started out as a middle-age, middle-class American phenomenon for re-entering the educational system has extended to women of all ages, economic and marital status. Women who wish to re-enter the educational system are often beset with self-doubt and need encouragement to help them reach their goals. They need to be made aware of the resources available to them so that they may fulfill their own potential by seeking useful postsecondary educational information.

WYES Public Television in New Orleans is filling this information void by televising a series of monthly, 60-minute, live programs that offer information to potential women students. The programs focus on various areas of concern. These include: the locations and curricular offerings of postsecondary educational institutions; the financial implications of returning to school or college; how to deal with feelings of inadequacy and insecurity, especially for the older woman who may have been out of school for years; how to handle family situations, for the younger woman with small children, as well as the women whose husbands may not approve, or the woman who may be divorced or widowed; cultural and language difficulties affecting the Spanish-speaking population.

Telephone lines will be open in the WYES studios to enable direct conversations between viewers and in-studio guests. Spanish-speaking viewers, by turning down the volume of their television sets and tuning to National Public Radio in New Orleans will be able to hear a simultaneous translation of the program. Translators will also be in the WYES studios to receive calls.

The expected outcomes of this one-year project will be: 1) dissemination of postsecondary educational information to a large viewing audience in south Louisiana and west Mississippi; 2) identification and categorizing of problems facing potential women students; 3) gathering and publishing of demographic data, curricular needs and questionnaire responses of women viewers; 4) the consideration of this project as a model for potential national use.

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Hamline University
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Teaching evaluation and faculty development hold both promise and problem. The evaluation of classroom teaching is no longer a new or unusual practice on college campuses. Neither is the idea of providing sabbatical time or other support to assist faculty in continuing scholarly growth. What is problematic in these two useful practices is that normally both are not directly pointed at the primary objective of most non-research post-secondary institutions--the growth of knowledge among learners. By focusing on this primary objective, evaluation of teaching/learning and faculty development can be combined to provide direct benefits to students.

Hamline University, an independent liberal arts college of about 1200-1300 students, has had an extensive faculty evaluation system since the mid 1960's. The evaluation relies on formally expressed measures of satisfaction from students, faculty colleagues, and administrative persons, rather than on assessment of the learning achieved and intended in the teaching process. Opportunities for faculty growth through sabbaticals, special leaves, enrichment grants, etc., are determined primarily to serve the faculty member's individual academic interest. The project supported by the Fund seeks to improve learning by providing systematic and coordinated support for instructional assessment and development. This sounds simple, but is a complex and touchy task.

The project is designed for three years and three phases. In Phase I a representative faculty committee is exploring the internal political pitfalls, possibilities, and means of assessing the learning intended in Hamline academic programs. In Phase II the results of the committee's work are being incorporated into a system which will motivate general faculty interest and support individual faculty members in instructional assessment and development projects. Aspects of the system include the selection and preparation of two respected faculty members as facilitators or coordinators; presentation to the faculty through workshops, seminars and gentle persuasion of the various means to assess and improve learning; and the support of individual faculty instructional assessment and development projects. Phase III continues previous activity, and also is the time for making the system an integral part of the institution's life.

At the conclusion of the project the effectiveness of the teaching/learning process should be improved in identifiable and demonstrable cases, and a coordinated system of instructional assessment and development should be in operation.

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Harvey Mudd College, a member of
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Faculty members, as well as students, suffer because of the traditional narrow disciplinary organization of education. For example, science education, with its usual focus on technical content, fails to teach the nature of science as a human activity. We believe that this narrow view diminishes comprehension of technical content itself. Each faculty member has been trained in the discipline that he/she teaches. Our training, limitations of available texts and lack of time narrow the education we provide for our students.

Our project is one of collaborative teaching and learning among more than twenty faculty members of the Claremont Colleges involving all of the sciences, social sciences, engineering, fine arts, and humanities. Regular courses will be transformed in an interdisciplinary, holistic direction through the transformation of the faculty members. During the three years of Fund support some faculty members will become "students" in classes of different disciplines. Examples include scientists in classes on Philosophy or History of Science, and conversely. In addition, the practical details of integrating interdisciplinary ideas into traditional courses will be worked out at seminars and workshops during the academic years and summers. Knowledgeable visiting scholars will participate in our workshops.

The objectives of the project are a reorganization of knowledge as presented in college curricula and a reorganization of faculty relationships. We hope to achieve a meaningful synthesis of science and humanities in our regular courses. Students in science courses will become aware that the meaning of their science - indeed, the possibility of their science depends on a philosophical outlook which has evolved and is continuing to evolve. Students in the humanities will become aware of the influence of science on their subject. Not only do allusions and metaphor come from science, but the very mode of thought is dependent on science.

References, bibliographies, essays, working papers, etc. that will be produced for our own use will be available to others. Practical hints for the interdisciplinary, holistic approach at the classroom level will be included in journal articles about the project.

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Institutional flexibility, local autonomy, and local innovation are seriously threatened in American higher education. The evidence of growing centralization and regulation is pervasive. Centralization and regulation, designed to promote efficiency, are growing. The faculty collective bargaining movement, in part a response to growing centralization, has frequently caused further rigidities. Although the drive toward centralization and coordination of public higher education occurred before unions appeared, collective bargaining and centralization are ready-made stimulants for each other. The twin thrusts of administrative centralization and faculty collective bargaining clearly have substantial impact on local-campus autonomy, flexibility, curriculum and innovation.

Through interviews and case studies on each of five campuses, we are assessing the impact of unionization and centralized management, trying to plan strategies of action which respond to three questions: (1) Do collective bargaining and centralization pose joint threats to campus autonomy?, (2) Do unionism and centralization increase bureaucratization?, and (3) Do unionization and centralization hamper curriculum change and locally-initiated program innovation?

A consortium of five institutions are working on three major outcomes:

1. An assessment of the joint impact of faculty collective bargaining and centralized management on local autonomy and locally-initiated innovation.
2. The publication of policy documents that outline the conclusions of the assessment, and make concrete policy recommendations both for the national scene and for the local campuses involved.
3. A set of workshops and leadership training programs with administrators, faculty and student leaders on local campuses within the consortium group.

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Many barriers exist which prevent access of low income working adults to postsecondary education. These barriers include financial problems, work commitments, and cultural obstacles such as language handicaps and family commitments. At the same time, the resources of many private universities are under-utilized due to the disparity between private and public university tuition costs.

Hofstra University in cooperation with Distributive Workers of America (District 65) is developing a program to reduce the barriers to a college education for low income workers. At the same time the program permits fuller utilization of the resources of a private university. As of September, 1976, 50 full-time students will be attending classes at union headquarters under the tutelage of 9 faculty members. Tutors and peer teachers will be available for all students. Full-time students will be carrying 12 credit hours in 3,4 credit courses. Each full-time student is expected to receive 8-10 hours of paid release time per week from work in order to attend classes.

A field-based applied social science curriculum has been developed. This curriculum uses an inter-disciplinary approach, focusing on the solution of social problems through application of knowledge and skills drawn from many subject matter areas and the interaction of practitioners and academic faculty. Field projects, internships and team teaching are integral parts of the program. Supportive services such as a bilingual program, peer teachers, and tutors will be offered.

The objectives of the project are (1) the development of a viable collaborative relationship between a private university and a trade union which will support college education for adult workers through cost sharing, paid release time, sharing of resources, and a supportive learning environment; (2) the development of field-based inter-disciplinary social science curriculum; and (3) the successful completion of the program by students with skills and attitudes needed for effective participation in work place, the union and community.

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Older adults residing in large urban communities often find themselves physically and psychologically isolated from the broad range of resources and options available to the city's younger residents. This situation often results in feelings of alienation, loneliness, and powerlessness which undermine the physical and mental health of these older citizens.

Holy Names College has initiated a program in two San Francisco East Bay communities designed to improve the quality of life for the older adults. Educational programs based upon the philosophy of the Brazilian philosopher-educator Paulo Freire, are being designed for delivery in short courses at two walk-in health clinics. Active Learning and Interest Centers for Elders (ALICE) are operated cooperatively by the staff of Holy Names College and the Clinica de la Raza (a family-oriented clinic for Spanish-speaking people in Oakland) and the Over 60 Health Clinic (operated by the Grey Panthers for a predominately Black older adult population in Berkeley). The program seeks to inform and motivate the older adults to take action which will affect their own lives as well as their peers in the community. In addition to taking courses of varying length at their respective clinics, roughly 25% of the adults are receiving further training to become peer teachers which enables them to assist others in the community who may or may not be members of the clinics. Among topics initially addressed in the curriculum are self-care, self-advocacy, nutrition, civic responses to the needs of elders, financial survival skills, and psychological aspects of aging.

Extensive on-site, in-service training is also provided for the clinic staff, clinic advisory boards, and participating faculty to familiarize them with the learning needs of older adults and the teachings of Paulo Friere.

Unlike other postsecondary educational programs which bring older adults onto the campus, ALICE seeks to integrate educational services into existing community health programs. Hopefully this program can serve as a model for future cooperative efforts between educational institutions and communities to address the unique needs of urban older adults.

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Since 1972, the Hoosuck Community Resources Corporation of North Adams, Massachusetts has been engaged in a variety of programs and services concerned with historic architectural preservation, economic development, urban planning, and the environmental arts. (Environmental art is the making of objects and events which celebrate the human creative response to nature including the design, building and using of the made environment.) In order to utilize the activities of Hoosuck Community Resources Corporation in an alternative postsecondary education program, the corporation has established the Hoosuck Institute.

The Institute recognizes education as a life-long experience and seeks to fully integrate its educational and research activities with the daily life of its host community, the Commonwealth of Massachusetts and the Region of New England. The Institute will provide the student with general education and professional training by members of the Hoosuck Guild, an association of resident masters of environmental art.

The Institute will offer a variety of directions that students may pursue in their search for the realization of their own goals. The relationship to the Master as student, apprentice or intern will develop in response to his individual needs.

The current FIPSE grant will enable the Institute to expand and formally implement a variety of educational programs taught by Master-artisans resident in the Windsor Mill and other talented resource people associated with Hoosuck's programs. Craft manufactories located at Hoosuck include those involved in the design and production of stained glass, textiles, graphic art, sculpture, silk screen, hand thrown pottery, blown glass, production pottery and fine woodworking. These studios are operated by professionals whose skills are recognized internationally. Their commitment to a high level of quality is expressed both through their work, and their desire to teach their skills to students and apprentices who share their love of the art. Architectural, planning, and environmental programs of study will complement the growing craft offerings.

The Windsor Mill's expanding learning environment is being coordinated with North Adams State College, Campus Free College, Berkshire Community College and the Massachusetts Department of Education.

The goals for this FIPSE project include: the establishment of a college of art and architecture with the flexibility to meet the evolving needs of a variety of learners, the development of curriculum guidelines for apprentices and journeymen, other student internships, and the generation of an evaluation and assessment model. It is anticipated that the realization of this education concept will provide a prototype for improvements in postsecondary learning elsewhere.

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Illinois Central College
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The low level of reasoning abilities of many entering community college students inhibits their ability to succeed in college and in life. As a result of these low reasoning abilities, students are required to participate in inefficient remedial programs, are ineffective learners in traditional courses, and suffer high rates of college attrition.

The objectives of The Development Of Operational Reasoning Skills (DOORS) program is to develop and teach a multidisciplinary freshman core program at Illinois Central College. This program, now in its second year of funding, focuses upon the improvement of student reasoning abilities. The classroom intervention model for the DOORS program is based upon Piaget's theory of intellectual development. During the 1976-77 academic year, six DOORS faculty developed course material for six DOORS courses: math, English, economics, history, physics and sociology. Learning activities in each of the content areas begin with concrete exploration activities and move toward abstract generalizations. All activities are designed to encourage increased student participation in learning. These courses were offered for the first time to 32 students who entered the DOORS program in the spring of 1977. Currently, the staff is working together to revise these materials and further integrate the skills emphasized in each classroom activity. The DOORS program will be again offered in the fall of 1977 to approximately 40 students.

Evaluation of the first DOORS experience has shown the program capable of developing reasoning abilities. When compared to a selected control group, students completing the initial DOORS program made significant improvement. To improve the evaluation, three additional cognitive based programs similar to DOORS will cooperate. Representatives of each of these programs, STAR (Steps Toward Abstract Reasoning--Metropolitan State, Denver, CO), ADAPT (Accent on Developing Abstract Process of Thought, University of Nebraska, Lincoln, NE), ESSEX (The Cognitive Program, Essex County College, Newark, NJ) and DOORS met in July to coordinate evaluative efforts. Each of these projects will utilize the same evaluation instruments and pool collected data for experimental and control students. The results of this evaluation are to be completed by July of 1978.

If the DOORS program is successful, the possibilities of impact outside of ICC are encouraging. Most community colleges in Illinois (43 in all) have similar beginning freshman year programs. This conformity would make the DOORS program readily transferable to most of these institutions who typically suffer from the problem addressed by this program: high attrition rate, low level student reasoning abilities, and high cost of developmental programs.

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An essential purpose of compensatory education is to provide access for non-traditional students to the entire range of academic opportunities which are implied by admission to the university. A lack of academic support programs in certain areas is an important factor in the tendency of non-traditional students to select areas of study in the university merely because they are less rigorous than others. The result is often that these students exclude themselves from liberal arts and sciences because of a lack of support for verbal skills development, both in writing and in foreign language courses. ICIIL aims at the development of curricular innovations to off-set these problems.

Inter-Language Concepts was initially conceived as a curriculum designed to prepare non-traditional and minority students to succeed in foreign language study and to improve basic English verbal skills development. Pedagogical methods in language teaching are generally surface methods. Repetition, drill, and error correction are methods only in the sense that they force students to grapple with the complexities of one language and solve its problems for themselves. Pedagogical methods which actually assist the student in the recognition and solution of the problems in attaining language skill need to be developed. Building on a theoretical base of linguistics, psycholinguistics, and psychology and on a practical base of language teaching experience with non-traditional students, the Institute has been able to develop a curriculum that addresses the needs of language learners, through the use of a blend language combining German and English.

While Inter-Language Concepts is primarily a pre-foreign text and focusses on the problems of students approaching a foreign language, the language learning strategies it teaches can readily be transferred and adapted to English composition. The interrelation between language learning skills, language analysis skills, and compositional skills is an important focal point of the new curriculum. ILC provides the language learner with the tools of language analysis which are essential for the process of error correction.

A primary objective of our project is to evaluate the effectiveness of ILC in light of the 1976-77 curricular development. In March 1978, we are hosting an evaluative conference for scholars, authors, and teachers with a national reputation in applied linguistics, foreign language instruction, reading and writing to review curricular materials, see video tapes of instruction, study test results, and talk with students and instructors.

Another primary objective is to prepare curricular materials which will train teachers to develop and improve the verbal skills of students in English and foreign languages. The preparation of a teaching manual is based on the intensive study of successful teachers of non-traditional students.

Our ultimate goal is to provide curricular and instructional materials for students and teachers which will assist in the students' preparation for language programs. As a result, the full range of the university program will be open to underprepared students.

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Although a wide variety of postsecondary opportunities are being made available to nontraditional learners in Indiana, institutions have not developed programs and services which would link the needs and aspirations of adult learners with appropriate educational resources. Traditionally, the pre-entry and early entry services of postsecondary institutions are interfaced with the counseling services of the secondary schools. These activities help students define their educational goals and serve as a conduit for information dissemination. No comparable mechanism exists for the potential adult learner. Excluded from the traditional recruitment and orientation functions of the institutions, adults do not have access to information about the broad range of educational programs available to them. Only limited advisement opportunities exist for potential adult students as they attempt to relate their educational objectives to personal and career goals.

Funded for two years, the Indiana Adult Student Service program is an attempt to integrate the brokering, or adult advocacy concept, into a regularized student service function on five campuses of the Indiana University system (Bloomington, Gary, South Bend, Richmond, and New Albany.) Through a network of adult development counselors located in the offices of Continuing Studies on each of the participating campuses, the program is developing and delivering three distinct adult-centered pre-entry services related to the resources of all postsecondary institutions within the target regions. These activities include: 1) a telephone information and referral service, 2) pre-entry advisement seminars focusing on self assessment, goal setting, and educational/career decision making, and 3) outreach orientation programs to acquaint adults with the requirements and procedures for returning to the education process. Cooperating with business, government and community organizations, the outreach services will benefit adult learners in their own less threatening environment.

As a direct result of this program, more adults in Indiana will become familiar with the availability of alternative educational resources. Continued use of the Learning Resources Directory and the formats for the adult advisement and orientation services will increase the institution's response to potential adult learners. In the long term, as adult enrollments increase, the adult-centered services will become part of the mainstream of the institution's priorities.

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Jamestown Community College
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Community colleges have been called upon to perform a variety of services. Yet their organizational and governance structures are typically patterned after those of more specialized institutions. The specialized functions appropriate to departmental and committee structures are not well suited to the more responsive, ad-hoc nature of community college activities. Another problem for community colleges in effectively fulfilling a comprehensive role is the great burden placed upon the faculty. The community college professor (and there are approximately 150,000 of them) typically teaches five courses per semester, does no research, enjoys few opportunities to organize his thoughts through writing and publication, and handles large numbers of able and not so able students. In order to form an organizational structure that grows out of the purposes of the institution and offers faculty opportunities to develop new abilities, Jamestown Community College is reorganizing a portion of the institution in a way that complements its comprehensive role.

The organizational plan includes the traditional bureaucratic structure, plus an "adhocracy" of short-term task groups that respond to community needs. Faculty are trained to serve as brokers, operating out of the school's Office of Continuing Education, but interfacing with both the community and the internal needs of their own institution. The faculty brokers bring together the expertise of full-time faculty and an ancillary staff of professionals to service Chautauqua County plus an adjoining rural county. The project will measure the impacts of the reorganization on institutional processes, the college climate and the staff, as well as the expansion of services to previously underserved groups.

One objective is to establish relationships between the more traditional bureaucracy and the new form, the adhocracy. Thus the brokers establish communication linkages internal to the College that cross traditional discipline lines. This enhances the capability of the College to bring its resources to bear on the external educational needs of the community it serves. Another set of objectives concerns new faculty roles--how to enrich work by combining "brokering" with traditional roles. The work team approach tests the concept of extending institutional capacities by involving community, so that more resources are available than could be provided by the institution alone.

The broker's role is diverse, ranging from the identification of internal and external educational needs, assembly of the necessary response ingredients (instructors, content, instructional materials, facilities, equipment, financing), to coordinating and monitoring the resulting programs and projects. The breadth and diversity of the role generate new challenges which, in turn, are having dramatic impact upon the personal and professional growth of the staff involved.

There is also great diversity in the programs developed and the clienteles served. Current projects include skill upgrading opportunities for several types of industries, joint planning and development of labor/management programs, establishment of on-the-job work experiences and their interfaces with the classroom, management of C.E.T.A. manpower employment programs, industrial development, upgrading of public agency employees and programs, counseling and educational services for prison inmates, health care and service programs, plus a host of other custom designed programs for specific clienteles. The key element in each case is the custom design which sharply focuses upon specific needs.

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Jefferson Community College
Louisville, Kentucky

Jefferson Community College is an urban, open door institution addressing the problems of students unprepared to achieve successful completion in biology, chemistry and mathematics due to a lack of cognitive skills. The multilevel remediation project is designed to provide remediation in both the cognitive and content areas requisite for these courses.

The project is in its third and final year of funding. The first year was spent identifying cognitive skill areas requisite for successful completion of the respective freshman level courses in each discipline, devising a means to test for deficiencies in both cognitive and content areas, and preparing Audio-Tutorial programs for cognitive remediation and course content. The present format of the cognitive areas include thirteen Audio-tutorial programs grouped into six general categories, Visual Language and Relationships, Verbally Defined Language, Abstract Language, Part-Whole Relationships, Pattern Recognition and Logical Interaction. The cognitive diagnostic test has been through several revisions, and validity tests should be completed this year. In addition, there are fourteen Basic Biology, fifty-two A-T biology, twenty seven A-T chemistry and thirty-three computer based mathematics programs that have been prepared for the project.

The Natural Science Learning Laboratory opened during the second year of the project. Three classes within each discipline were used for the project study. Remediation programs were assigned on the basis of student profiles generated from the cognitive diagnostic test, pretests for information content and Omnibus Personality Inventory. Results indicate that students can remediate two or three cognitive areas effectively during the course of the semester and within the semester framework while following an individualized program during laboratory hours and attending regular class lecture three times weekly. Those requiring more than three tend to become frustrated and tend to withdraw from the course without completing either cognitive remediation or course work. During the third year of the program these students will be identified and advised accordingly.

Plans are presently underway to include the tests, cognitive and A-T programs in several of the college programs. Students with three deficiencies, as determined by reading, math and writing tests will use the cognitive programs under the auspices of a Title IV Special Services grant. These facilities are also being used for nursing students and students awaiting entrance to the nursing program.

Assessment of long range learning improvement will begin after the Fall, 1977 semester, when students having used the Natural Science Learning Laboratory would have had the opportunity to enroll in other courses. The data for this aspect of the study will not be available for several years.

The third year of the project includes the preparation of a videotaped workshop to provide a portable mode of instructing interested institutions on the use of the materials generated by the project. The programs and tests that have been developed are available upon request.

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Jobs for Youth
New York, New York

Jobs for Youth is a nonprofit counseling and job placement agency, founded in 1958 and serving about 1600 youths per year in New York and an anticipated 1000 in Boston. It has been our experience that a major factor in the high rate of unemployment among minority teenagers is the fact that many of these young people cannot read well enough to get or to hold a job. The Work-Related Reading Program has demonstrated that young adults who have been deprived of educational opportunities can be prepared to enter training schools, to enter the job market, and to complete their education. The unique aspect of the program is that it is coordinated with a successful year-round placement program, enabling us to provide the ultimate incentive -- a job or vocational training school placement.

With Fund support Jobs for Youth is replicating the New York program in Boston. A replication manual will communicate the program's philosophy, instructional methods, and evaluation techniques to adult and career education practitioners. The manual will emphasize practical applications in reading and arithmetic, including sample activities, management procedures and recruitment, screening and counseling techniques.

In order to determine whether the primary objectives have been successfully met, the following procedures will be implemented:

1. The replication manual will be evaluated by an assessment team of at least five members drawn from representatives of the business community, reading programs of local universities, and the Jobs for Youth Board of Directors. The assessment team will evaluate the clarity, preciseness, and practicality of the manual.
2. An assessment of the replicated program will be undertaken by a Boston-based Evaluation Task Force consisting of community leaders from the area of business, industry, labor and education. The Task Force will determine whether:
 - a. the staff, referral agencies, clients, and employment sources understand the philosophy and management procedures of the program.
 - b. the staff can efficiently carry out the management procedures and the counseling, employment and literacy program objectives.
 - c. a recruitment campaign has been effectively instituted and 100-125 youths are served in the program during the initial eight months period and are obtaining the attendance and vocational and educational objectives achieved by the New York program.
 - d. deadlines have been established for formative and summative assessments.

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The much publicized decline in writing ability concerns many institutions of higher education. Many students enter colleges unable to express their ideas in writing in cogent, controlled prose. As the results of the NAEP Assessment of Writing show, the decline is not so much in simple mechanical skills as in organizational skills and sentence coherence. The temptation is to assume that a college can best deal with underprepared writers by having the English faculty offer more basic writing instruction. There are two problems with this solution: First, it provides no collegewide method of assessing the writing competence of students. Second, although writing is a primary way of reasoning and communicating in the academic community, it places the responsibility for a solution with just a fraction of the faculty.

The goal of the Writing Competency Program at Johnson State College is to develop a model for teaching writing and assessing students' writing skills. The premises of the Program are that 1) writing is a process which involves critical thinking as well as the manipulation of language, 2) all faculty should assume responsibility for teaching the writing process, and 3) a competency exam is a better measure of writing competence than a grade in a writing course which reflects such extraneous criteria as attendance, assignments completed, and effort.

The Program, to be conducted over two years, includes the following components: Writing Competency Exam. In May, 1976, Johnson instituted the graduation requirement that all students must show evidence of their writing skills by passing a competency exam. The exam is composed of an extemporaneously written essay and an editing passage. During the first year a thorough research study of the exam is conducted with field testing at other Vermont colleges. The aim is to develop an exam that 1) is reliable and valid, 2) is useful as a diagnostic as well as an achievement test, 3) is designed, administered, and evaluated locally, and 4) involves as readers faculty from many disciplines, instead of just English. During the second year, an inter-institutional committee plans for implementation of the exam at other Vermont State Colleges.

Improvement of Instruction. A cadre of fourteen faculty from English and other subject disciplines, such as History and Economics, design and teach model courses which attend to the development of the students' writing and critical thinking skills as well as the content of the course. A series of teaching workshops train the faculty to redesign courses and assignments, stress the process of writing, and evaluate student writing. During the second year, six additional faculty teach model courses.

As a result of the project, Johnson will have a complete Writing Competency Program for assessing student writing skills and for teaching these skills. No longer will we wonder just what the "writing problem" is at our college, and no longer will the solution be relegated solely to the English faculty. Because the Project involves other colleges in the competency exam research and the teaching workshops, it will produce an evaluation of the ways the project is replicable in other institutional settings. Further, the research findings, model course syllabi, and packages of instructional materials developed by this project will make implementation at other colleges less costly.

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Kansas City Regional Council for Higher Education (KCRCHE)
Kansas City, Missouri

College teachers and administrators face questions and decisions with increasing frequency for which their formal academic training leaves them unprepared. Those who have risen through the academic ranks to positions of administrative and leadership responsibility, find it increasingly difficult to meet the technical demands placed upon them.

KCRCHE is the primary vehicle for interinstitutional assistance in this geographic region. The most critical need of its 18 member institutions is to increase their competence in the basic tasks, managerial as well as instructional, which define the essential education mission. KCRCHE's schools must develop the administrative and instructional competences and experiences they need not only to cope with, but to grow beyond their present difficulties.

To help meet these institutional needs, KCRCHE has established a Center for Institutional Development (CID). This center provides a formal, systematic and comprehensive series of seminars designed to provide selected participants from the 18 schools with the skills and knowledge necessary to improve their institutional situation and prospects. In addition, the Center arranges and delivers intensive short courses on topics of near-term or interdisciplinary relevance. CID activities include providing up to 500 KCRCHE professionals each year with an opportunity to attend up to 12 different seminars and 15 different short courses. Yearly seminars and courses are designed and delivered by up to 40 different instructors with established reputations in the particular fields involved. Each seminar meets four times, once monthly throughout the academic semester. Participants are encouraged to design and execute projects applying seminar content to the needs of his or her individual institution.

Anticipated benefits to the KCRCHE schools include reducing professional turnover and increasing job performance among current administrators and faculty; improving skills and knowledge in key functional positions throughout the institutions involved; and in the long run, improving the institutional effectiveness and efficiency.

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Kedren Community Mental Health Center
Los Angeles, California

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Kedren Community Mental Health Center is a non-profit agency serving South Central Los Angeles with a population of 136,000 residents. About one third of the population has less than eight grades of formal education and only ten per cent have had one or more years of postsecondary education.

The Watts Community Thinkers' Tournament (WCTT) provides a different approach to the concept of lifelong family education through the use of a number of instructional games. The learner/players generate problems for each other (and cope with problems generated) by the allocation of scarce resources. The games require only paper and pencil and may be played easily over the telephone. Learner/players develop skills in logic (ON-SETS), mathematics (EQUATIONS), spelling and work structure (ON-WORDS) and scientific reasoning (QUEERIES N' THEORIES).

Staff training and mini-tournaments among community groups and schools highlighted first year activities. The "Thinkers' Casinos" bring together for the first time learner/players who had only previously interacted via telephone. Four hundred learner/players participated in the first "Thinkers' Casino" which was the culmination of first year activities.

The COMEX project of the University of Southern California continues to provide valuable program assistance and consultation in the areas of program and games development and facilitation. In addition, Layman Allen of the Mental Health Research Institute of the University of Michigan, the creator of the games, continues as principal consultant.

Second year plans include the expansion of the tournament to other communities in the Los Angeles areas, the development of a comprehensive instructional package, teacher in-service training and certification, several "Thinkers' Casinos" and a possible television mini-series on KCET-TV in Los Angeles.

WCTT experiences for children are expected to lead to improved school performance, appreciation for the academic skills associated with the games and appreciation for cooperative activities. Adult participation is expected to lead to assessment and certification of high school equivalency, admission (at least on an experimental basis) to postsecondary institutions and qualification for employment that demands proof of academic competence.

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Women, who currently (according to the 1970 Census) constitute over 40% of the labor force, remain heavily underrepresented in management positions. In 1971, 31.5 million women were employed outside the home, but a mere 8% of female white-collar workers (4.9% of all employed women) fell into the managerial category compared with 35.8% of male white-collar workers. The average salary of the woman manager was less than one-half that of the male in the same field.

In response to this situation, Keller Graduate School of Management in cooperation with the Associated Colleges of the Midwest offers a Summer Internship Program for 36 women who are between their Junior and Senior year in college. The major objective of the program is to give talented women an introduction to the world of business and to graduate study in management at a time when these inputs can have meaningful impact on their career planning decisions. Another objective is to provide cooperating firms with the services of an intelligent woman of high business potential. The sponsoring institutions believe the summer experiences of both interns and employers will increase the flow of able and qualified women toward careers in business.

Cooperating employers in 1977 included Booz Allen & Hamilton, Commonwealth Edison, Consolidated Foods, Consolidated Packaging, Continental Bank, FMC Corporation, Federal Signal Corporation, Gould, Inc., Harris Bank, Household Finance Corporation, Illinois Tool Works, Inland Steel, John Sexton & Co., Montgomery Ward & Co., Morton Norwich, and National Can Corporation. Each is fully cognizant of the goals and aims of the program, and has been asked to provide its interns with responsibility meaningful tasks, scope for decision-making and the opportunity to become familiar with the organization's structure. Prior to the 10-week business internships, the women participate in a one-week "Women in Management" mini-course as an orientation and preparation for their work assignments. Concurrent with the internships, they take two courses chosen from Keller Graduate School of Management's regular summer quarter offerings. One course is taken on "release time" during the regular business week, and one is taken outside of normal working hours. Interns receive a fellowship which includes a cash stipend, housing for the summer, full tuition and books for the courses they choose, and several special group activities over the course of the summer. A major portion of the fellowship expense is underwritten by the internship companies.

We anticipate that this experience will stimulate participants to plan and become qualified for business careers, and will encourage the cooperating employers to open their doors wider to all qualified women. In addition, it is expected that returning interns, during their final year on campus, will communicate their experiences with their female classmates and encourage them to seek management careers.

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Much has been written about the problems of liberal arts college graduates who lack specific career preparation at the conclusion of their undergraduate years. After a job search which can be time consuming and painful, many of these graduates are eventually absorbed in the business sector of the economy.

The administrative and admissions staffs of private liberal arts colleges are sensitive to the desires of many students to balance the values of a broad liberal education with a "minor" concentration in an attractive career field. An increased availability of management oriented courses at the undergraduate level could provide such an alternative, but the budget constraints at most small colleges combine with the high rate of faculty tenure to preclude either the hiring of additional faculty members to handle adequate courses or the replacement of current faculty members by those with specific preparation in management areas.

In response to this need, the "Management Studies Semester" project makes available to students at a pilot group of small private liberal arts colleges (the Associated Colleges of the Midwest) an intensive, off-campus educational experience in business administration and management, including 11 weeks of formal coursework and a five week full time internship practicum with a business firm.

Interested students apply to spend one of their last three undergraduate semesters in Management Studies. Coursework is provided in accounting, marketing, financial analysis and control, and managerial statistics. At the completion of the coursework, a five week internship practicum with a Chicago business firm is arranged for each student by the placement department of Keller Graduate School of Management. The firms do not pay the students -- rather they accept the responsibility of providing a mentor and appropriate business project(s) as well as introducing each student to the business environment.

Student tuition is paid at the home campus, and transferred through existing consortium arrangements. Program housing is made available in Chicago at rates comparable to the home campus. Students receive grades and graduate academic transcripts from Keller Graduate School of Management, and are also eligible for a full semester of undergraduate credit from their home campus. In this respect the Management Studies Semester is similar to the five year BA/MBA programs offered by several Universities, where a portion of the students' coursework is credited toward both undergraduate and graduate degree requirements.

Enhanced career outcomes for participants, including those who return to their internship firms and those who pursue other opportunities, is one expected result of this project. In the longer term, it is expected that the Management Studies Semester will demonstrate the value of cooperative programs between graduate professional schools and private liberal arts colleges, along the lines of the time-shortened Baccalaureate/Professional Degree programs offered by many Universities.

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University of Kentucky
Lexington, Kentucky

The number of women who return to the University of Kentucky to complete their undergraduate educations after an interruption is increasing. Research and experience show that these students encounter special problems, including those associated with integrating the return to education with other roles--that of wife, mother or breadwinner. They are often unfamiliar with the career implications of postsecondary education. What is often missing in the backgrounds of these students is experience in taking responsibility for nonhousehold activities, or paid employment, with its accompanying responsibilities, anxieties, and compensation.

The two year project is now developing internships and other supportive services for a small group of returning women to enhance career awareness, self-confidence, educational attainment, and satisfaction and to smooth the transition back into postsecondary education. Internships relating to the career goals of the women are being developed, largely in the private sector with financial compensation provided by the employer. The interns also participate in group sessions dealing with a wide range of career and life planning activities. The project staff are gradually integrating activities into the functions of other offices on the campus which deal with this same population (e.g. the office of the Dean of Continuing Education, the Office of Continuing Education for Women, and the Counseling and Testing Center).

The project should dramatically increase internship opportunities for women returning to the University. (Businesses will be helping to build a pool of women from which to hire). Through these internships and appropriate supportive services, the goal is to assist older women in more successfully relating their return to postsecondary education to their career and life goals. For those women who are already intent upon particular careers, the internship should increase the chance of employment upon graduation. For those less certain, the initial path toward selecting a career should be smoothed. More difficult to measure (but no less significant) will be the project's goal of increasing the self-confidence, self-concept, satisfaction, and the availability of role models to returning women.

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Kirkwood Community College
Cedar Rapids, Iowa

Community colleges are aware of the need for a close partnership with business and industry both in the development and in the maintenance of career education programs. This close working relationship ensures that the knowledge, attitudes, and skills needed by workers on the job are being developed by career program students.

Kirkwood Community College looked at its career programs and identified several problem areas including employer and graduate dissatisfaction with human relation and problem-solving skills, a relatively high attrition rate, and the lock-step nature of career program which do not address the rate or style of learning that students possess. Another concern was the number of students entering with limited math and reading skills which have been identified as being essential for both program and career success.

To address these concerns, Kirkwood is currently in the third year of its funded project. Kirkwood is using a systems approach to competency-based education whereby competencies essential to entry level are identified and validated by both supervisors of and persons in the selected careers. Based upon these critical competencies instructional objectives, alternative learning strategies, and assessment techniques are being developed, implemented and evaluated. During the first two years six model programs were involved in this process. They include Auto Body/Collision Repair, Environmental Health Assistant, Medical Assistant, Agricultural Mechanics, Data Processing, and Office Education.

In conjunction with the curriculum development within the career programs, a centralized developmental lab has been institutionalized as a result of FIPSE support to address basic math and reading deficiencies. This program, Personal Achievement, is designed to help students acquire these needed skills using career related materials to increase motivation. In addition to extensive service to students, a comprehensive ongoing in-service program has been implemented to assist instructors in helping students improve their reading.

Year three project activities focus upon continued implementation, evaluation, revision and dissemination of both the model career programs and Personal Achievement Lab's processes and procedures.

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The Learning Exchange (TLE) was founded in May 1971 as an alternative to formal and highly structured learning systems. Based on the educational theories of Ivan Illich, Paul Goodman, Everett Reimer, John Holt, Edgar Friedenberg, and others, TLE has created an educational process that involves people as active givers as well as recipients of knowledge. To date, over 45,000 people have used the service; 30,000 are presently served in over 3,300 topic areas. TLE matches teachers with learners, learners with teachers, and people with similar interests with each other. The service is primarily supported through a voluntary membership program.

The Fund has awarded a two-year grant to TLE to focus on two major problem areas, one local and one national. On the local level, most of the seven million people who reside in the Chicago area have never heard of TLE. Consequently, many of those who could benefit from TLE's educational services are not doing so because they are not acquainted with the program. On the national level, the failure rate of educational listing and referral services is a distressingly high 80%-90%. This failure rate not only adversely affects the overall development of this new approach to education and human interaction but it also limits the number of teaching and learning opportunities available for hundreds of thousands of Americans.

In an effort to solve the above problems, TLE is developing a series of new programs. On the local level, a number of institutional interfaces are being designed, tested, and implemented. The "institutional outreach" programs include: college and university libraries, neighborhood newspapers, small businesses, community groups, service organizations, churches, nursing homes, and other senior citizens organizations. On the national level, TLE is developing a series of technical assistance and networking programs including: workshops for directors of other listing and referral services, OJT programs at TLE, introductory workshops, on-site consultation, and a national network publication.

Through these efforts, TLE plans to achieve the following objectives by mid-1979: 1) develop a neighborhood-oriented communication program to motivate 10,000 additional new participants to teach, learn, and share their interests through TLE; 2) disseminate knowledge and information gained about neighborhood communication techniques to other listing and referral services; 3) reduce the high failure rate of programs similar to TLE in other cities; and 4) assist closely in the development of at least five new listing and referral services in other parts of the United States.

Information about TLE's technical assistance and networking programs, progress in neighborhood communication techniques, plus a book entitled, "The Learning Exchange -- What It Is, How It Works, How You Can Set Up a Similar Program for Your Community," which was written by TLE with the help of a previous grant from the Fund, can be obtained by contacting TLE at the address/phone number given below.

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Learninghouse
Small Earth Associates
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One of the problems in society is that education is so often mystified or codified in ways that keep it at arm's length from people's real lives. Their reality is their feelings and behavior, the strains and opportunities that confront them, while education is an arbitrary requirement for a credential, or an alienating routine.

Learninghouse is a response to this alienation. It is a partnership of learners, educators and friends. They propose to train 20 people to institute new programs which advance competence-based, learner-oriented experiential education. They will also produce a resource guide and operational manual that will be given wide distribution. They will use the Southwest as their regional base, and the wilderness as a setting. The process will be guided by what they call a Learning Log. Exercises will be designed to offer the participant well monitored assistance in the use of widely varied resources.

Participants to the project will be select and will gather at a wilderness setting. At the setting, discussions, and planning will take place both for the purposes of strengthening individuals' commitment to educational change and to crystalize projected plans at the participants' home ground. There will be ample opportunity to participate in rugged living, which is intended to provide a backdrop for the establishment of personal commitment as well as for creating an esprit-de-corps. Following the planning period, the participants will then return to their home base, where they will carry out their plans for group, institutional or community change. The project directors will monitor progress and provide technical assistance where needed. The Learning Logs will also serve as a medium for exchanging information among the members. Plans are for the project to conduct a debriefing meeting from among the participants and for the development of a manual for public dissemination.

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Not all college level learning takes place within a collegiate setting. Labor unions and businesses provide training and education to their members and employees. Government workers have many opportunities to participate in a variety of courses and seminars offered by city, state, and Federal agencies. Private and public social service agencies conduct specialized training for their paid staff and to an even greater extent for volunteer staff and the general public. People take courses from private training institutions in subjects ranging from accounting to psychoanalysis. Women and men in the military services who often have received technical and managerial training outside of a college setting find that they need a college degree to be competitive on the job market or that they need college credit in order to enter or re-enter the collegiate stream at a point equivalent to their learning level.

Colleges are finding that they must learn how to do more educating with constant budgets. Start-up costs and capital investment costs are prohibitive in many technical specialties. Colleges are looking for ways to utilize the educational resources present in non-collegiate institutions.

Employers are aware that the provision of college credit-earning training can serve as a major incentive for retraining good employees. Employers and training organizations realize that the provision of the opportunity to earn college credit applicable toward recognized degrees can enhance the attractiveness and the effectiveness of existing training and education programs.

The seven University of Hawaii Community Colleges, with Leeward Community College serving as the pilot institution, are designing a system for granting equivalent credit at each college. The project examines questions of academic policy and procedures and sets up assessment procedures for institutions, courses and individuals that will be academically sound, consistent with existing policies and beneficial to the individual, the school and the larger society.

The project is conducted in the form of a series of group sessions at which specific issues are resolved by the college and/or community persons most involved with each area: faculty, registrars, counselors, training organizations, employers, etc.

The project will provide recommendations and guidelines for the assessment of non-college training and for the integration of this learning into a student's program, transcript and eventual degree. Additionally, the process of setting up the program should yield some insight into the entire question of how colleges can make partnerships with non-college institutions and the kinds of issues that are raised in the process.

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By adopting a policy of Open Admissions, the City University of New York has made a commitment to students whose writing abilities are well below average. While many of these non-traditional students are making excellent progress, a large percentage of them are not succeeding at the same pace as their better-prepared classmates; attrition rates remain high, progress slow. Remedial courses designed to accelerate these students' growth can be found on every CUNY campus, but as yet a full-scale developmental model of what their progress looks like is lacking. Do non-traditional students share patterns of growth with younger writers, or are their patterns entirely new and different? Will the greatest improvement be in correctness? In cognitive growth? In syntax? In rhetoric? Until we can answer these questions, we will not be able to design courses of instruction that fully meet the needs of this rapidly growing segment of our students.

The Writing Development Project plans to study what changes take place in correctness, syntax, and rhetoric as non-traditional students become better writers. Six times during the course of a year, writing samples will be collected from 400 CUNY freshmen registered in remedial writing classes. The writing of these students will be assessed by CUNY faculty members trained in the holistic rating method developed by the Educational Testing Service. Papers of students who have shown consistent improvement over the year will be selected for closer analysis. Once we chart the signs, sequence, and relative importance of syntax, correctness, and rhetoric, we shall have our model. This model will be validated against a contrast group -- papers of students who have shown no progress. At the conclusion of our project we shall have a practical model of growth in writing based on the demonstrated improvement of successful students in a college setting. Teachers will then be able to apply this model in the classroom to accelerate the writing development of their non-traditional students.

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The Lindenwood Colleges
St. Charles, Missouri

Although at one time the "health care manpower crisis" was thought solvable by simply increasing the number of physicians, this approach has not worked. A major problem in physician manpower is now recognized as the geographical maldistribution of physicians, with a sparsity of physicians in rural and inner city areas, an oversupply of specialists; and a focus of medical education and care upon acute, episodic, curative treatment at the expense of preventive, health maintenance care.

The Lindenwood Colleges in cooperation with Washington University's Medical Services at St. Louis City Hospital, and with the Department of Health and Hospitals, City of St. Louis, is preparing a Health Associate Program leading to a Bachelor of Medicine degree to be awarded by the Lindenwood Colleges. Graduates will be competent as physician extenders and as health educators. Health Associates will assist physicians in the delivery of primary and preventive health care to rural and inner city areas. Health associates will also be prepared to assist patients with self-care and behavior modification and community residents and other professions in leadership activities designed to improve community health status and health care.

A five-year program integrates clinical training in a hospital with academic studies in the liberal arts, science, and medicine. The first part of the program emphasizes academic studies, while the later parts of the program concentrate on specially designed medical and clinical courses taught by adjunct Lindenwood professors who are regular Washington University School of Medicine faculty members. During the first of the three-year grant specific, interdisciplinary, specialized courses for the preparation of health associates are being developed. Through a series of interdisciplinary seminars the perspectives of separate academic and professional disciplines are drawn together. One set of seminars assists students to understand themselves and their future patients as persons who live within and are part of a rich and complex historical, cultural, social and personal environment. Another set of seminars focuses upon learning specific skills which require an interdisciplinary approach (e.g., patient education, care and counselling). Student review and evaluation procedures are also being developed in the first year. In the second and third years of the grant, curriculum development continues along with an internship.

This program is designed to devise and test a model to assist in the solution to a continuing problem in United States--health care delivery system. The inter-organizational cooperation among a liberal arts college, a medical teaching institution, and the major services of a city's health and hospitals department seeks to demonstrate that such inter-institutional cooperation can prepare competent, creative, humane providers of primary health care efficiently and effectively. The Bachelor of Medicine program also offers a new and distinctive approach to the training of physician extenders in that program graduates will also be competent as patient and community health educators.

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Loretto Heights College
University Without Walls
Denver, Colorado

Adults in mid-life are entering American higher education institutions in increasing numbers. Many colleges and universities have begun to develop programs, such as University Without Walls, which offer formats directly suited to this group. In these non-traditional programs, degree plans can be individualized, prior learning can be assessed and accredited, and studies can be organized to support vocational advancement. While these innovations have helped to meet distinctive adult needs in learning style, they have not directly addressed possibilities of personal growth through adulthood. New research has highlighted the importance of reorientation and growth during mid-life, and suggests that growth during these years is often related to learning about oneself, one's society, and values through which self and society are related. Loretto Heights College has a history of involvement of liberal arts education and, during the past six years, through the development of a substantial University Without Walls Program.

Project Transition supports learning through a new approach to liberal studies based upon issues important to adulthood. The project comprises four, one month seminars and a concurrent program of career development. The seminars are: Psychology of Adult Development, Values in Adult Experience, Perspectives on the Future and Learning as Adults. Together, the seminars and the career development process are intended to expand personal horizons in a supportive group atmosphere while at the same time sharpening vocational interests and career development skills. Particular attention is given to decisions which influence educational planning. The Project presently is in the first year of a three year grant from the Fund. A pilot project has been held on the College campus during the summer of 1977.

With support from the Fund, Project Transition is also conducted on-site at the workplace of students, in groups of ten to twenty. Eighteen such clusters are projected during the coming three years, involving up to 360 adult learners in the Denver and Rocky Mountain area. Project Transition students are enrolled at Loretto Heights as special students at a cost-for-service tuition rate. In many instances, employing institutions contribute to sharing costs with students through tuition-reimbursement plans. Co-sponsoring institutions include a major utilities concern, an international corporation, a union of public employees and a local hospital.

The primary objective of Project Transition will be to assist its adult learners in their personal/educational planning. Several measures are being used to assess change and growth throughout the four month process. In addition, there will be an on-going, organized dialogue with students to identify their important life concerns. These issues are to serve as data for the evolution of a liberal studies curriculum based on the dynamics of adult development. Research and dissemination efforts will be shared with a task force of several Fund projects, coordinated by Rita Weathersby.

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Macalester College
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The problem this project attempts to alleviate deals with extending effective educational opportunities to older persons (defined as age 55 and over), particularly in intergenerational settings, thus also enriching the traditional programs for the young. This older group, the fastest growing minority in the U.S.A., is not now adequately served by our several national education systems. Although we have some beginnings modestly funded, by (1) Title I of the Higher Education Act of 1965, (2) Title III of the Older Americans Act, and (3) FIPSE, much more needs to be done to coordinate, sustain, enrich, and increase these and other promising efforts.

During the first year of funding, the project trained a staff of representatives from each of the Minnesota educational systems: The University of Minnesota; The State University Board; The Private College Council; The State Community College Board; the Area Vocational-Technical Institutes; and The Minneapolis Public School System. The method of training was a seminar presented by expert gerontologists. This staff then took their expertise throughout Minnesota to share it with interested institutions. In the second year of the project the staff will continue to travel to such institutions in an effort to reach as many as possible. Such visits include verbal presentations,, sharing important printed material, and a newly developed video tape. In addition to these visits, which are the primary thrust of this phase of the project, a pilot faculty/staff training seminar in intergenerational education will be offered in March, 1978. Finally, as we move toward Minnesota as a national center for intergenerational education, a newsletter will be published and alternative blueprints for action will be developed for use by individuals, institutions, systems or states interested in this new area of educational programming.

This project has the cooperation of all of the educational systems heads in the state. Such a cooperative climate is due in large part to the earlier efforts of the Minnesota Intergenerational Education Consortium comprised of the University of Minnesota, Mankato State University, the Colleges of St. Benedict, St. Thomas and St. Catherine, St. Paul Area Vocational-Technical Institute, North Hennepin Community College and the Minneapolis Public Schools. This ad hoc consortium has been operating for the past three years under a "model projects" grant from the Administration on Aging (HEW).

The goals of this inter-agency project are: (1) to train a staff of resource persons who will then translate their expertise into training sessions for remaining institutions throughout Minnesota; (2) to use these training sessions to raise the consciousness level of these institutions and their systems in the direction of integrating retired persons as a new clientele; (3) to develop Minnesota as a national center in intergenerational education.

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Madonna College
Livonia, Michigan

Madonna College, a coeducational, liberal arts college, has identified a serious educational-social problem present in the current American higher education system. Greater opportunities are needed for deaf and hearing impaired persons to obtain post-secondary education with hearing persons with the provision of necessary support services such as: counseling, interpreting, note taking, and tutoring. Madonna especially recognized the importance of liberal arts educational opportunities for deaf and hearing impaired persons in Michigan and the Midwest. Thus, Madonna College applied for and received a FIPSE grant for the academic year of 1976-77, to provide these services and to create an integrated "totally communicating" campus.

During the first year, thirty-two (32) deaf and hearing impaired students enrolled in the liberal arts programs at Madonna College. Fifty (50) are registered for Fall, 1977, and an additional fifty (50) are being recruited for Spring, 1978. The beginning of an integrated campus has been realized.

In support of the philosophy of total communication, Madonna College also has created an interpreter education program, providing instruction in American Sign Language and the philosophies, responsibilities, and techniques of interpreting in various situations. As part of the FIPSE project, the College has made available to all Madonna students (2,000+), a tuition free, credit class in Introduction to Manual Communication. During the first year, two hundred, forty-one (241) hearing students enrolled in this class. In addition, the faculty and administration participated in two intensive workshops in Manual Communication. This demonstrates a total college community acceptance of and commitment to the deaf students enrolled on the campus.

The goals of the project are: (1) to integrate deaf and hearing impaired persons within the College by providing counseling, interpreting, note taking, and tutoring support services; (2) provide workshops to faculty and staff in order to begin and/or maintain manual communication skills; (3) provide manual communication courses for credit, tuition free, to students attending Madonna College; (4) provide an alternative to post secondary programs now offered to deaf and hearing impaired persons; (5) create an awareness in the local and larger communities of educational and occupational capabilities of deaf and hearing impaired persons; (6) prepare capable, professional, interpreters for medical, religious, government, and other services.

The expected outcome of the project is a model bi-lingual program utilizing sign language and support services to integrate deaf and hearing impaired persons with hearing students in classrooms throughout the college, by enrolling in the various programs offered by Madonna College. Deaf students will demonstrate competence in careers of their choice and receive equal opportunity.

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Marist College
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This project, entitled "A New Curriculum and Career for Ex-Offenders to work with Troubled Youth" addresses several critical issues. First, there has been a seriously rising rate of crimes committed by young people in recent years. Secondly, there has been a proliferation of programs which are designed to work with pre-delinquent and delinquent youth but which have been staffed by untrained people. Third, many colleges and universities have initiated postsecondary educational programs for those incarcerated, have accepted ex-offenders as full-time students upon their release, have provided a full range of supportive services for ex-offenders, but have not considered curriculum changes or changes in teaching methodologies to meet the needs of ex-offenders. Finally, much of the previous experience of ex-offenders is untapped by traditional curricula and traditional careers offered to them by postsecondary institutions.

An advisory committee made up of ex-offenders, juvenile justice educators and practitioners in the field has planned the curriculum and development of a juvenile justice concentration in the criminal justice major. This concentration is being offered at Marist, commencing September 1977 with 30 students. During this final year of the grant, Marist will concentrate on exploring new learning methodologies for ex-offenders, firming up commitments for internships from local child care institutions and developing employment opportunities for graduates of this new program as well as informing the community of the knowledge obtained by participants and staff. Next year, Marist will publish a report on the model program and will distribute it to those interested in this new curriculum.

The objectives of the project are: 1) the development of a new interdisciplinary concentration within the discipline of Criminal Justice to work with troubled youth; 2) the development of field experiences appropriate to the new curriculum; 3) experimentation with and adoption of new teaching methods appropriate for ex-offenders; 4) reduced attrition rates among ex-offenders who are students at postsecondary institutions; and 5) the creation of a group of professionals trained to work with a wide range of troubled youth.

A unique feature of the project is the blending and interaction of ex-offenders who are students and traditional college students interested in pursuing a career of working with troubled youth, essentially a blending of theory and reality. Ultimately the proposed project is designed to provide new career opportunities for ex-offenders and a new group of professionals who can break the cycle of youth entangled in the criminal justice system.

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**Mary Baldwin College
Staunton, Virginia**

Adults have long been excluded from opportunities for post-secondary education by virtue of their life styles, geographic locations, and family and financial responsibilities. Ninety percent of women between the ages of 30 and 44 do not have college degrees. The Adult Degree Program of Mary Baldwin College, a four year liberal arts college for women, is designed to meet the educational needs of women in Virginia who seek an alternative method of obtaining a college education. The Program is a non-traditional degree program that is non-residential and individualized so that a student may work independently at her own pace and at a location that best suits her study plan and life circumstances.

With Fund support for the three year grant period, the College is implementing the Adult Degree Program which is providing academic support for non-traditional students. The Program design includes the development of a Women's Center to provide a supportive environment for decision making and problem solving processes. This support is needed prior to the student's entry into academic work and throughout her academic career culminating in job placement. The Center Director will organize already existing campus services such as Career/Life Planning, Personal Counseling, campus activities initiated by the Committee on the Status of Women, and increase the number of workshops/seminars of interest to mature and college age women in one central location. The Women's Center will also provide personal and career change counseling for alumnae of the College.

The expected outcomes of the project are: 1) enable the College to fulfill its mission to meet educational needs of women regardless of age by extending its range of educational alternatives; 2) to make a significant contribution to the vision of the College and to the image it projects to the outside world through the addition of mature women students; 3) increased productivity from the existing staff, faculty, and physical plant; 4) expansion of cooperative relationships with the unique concentration of human service delivery agencies located near the College in order to strengthen existing programs for preparing women for the wide variety of career opportunities to be relocated in the Women's Center to provide easily accessible, comprehensive services, both for the returning adult student and the traditional college student.

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It is well-known that many college students appear incapable of mastering even elementary mathematics and physics. Less well recognized is the degree to which science and engineering majors survive by memorization with only minimal levels of understanding. These phenomena reflect a serious mismatch between the level of cognitive development present in most college freshmen and the level required for an understanding of science or mathematics. Because students find many concepts beyond their immediate grasp, they resort to a learning strategy of rote memorization and continue to employ this strategy even in situations where the material can be easily understood.

In an effort to increase the degree to which students understand what they learn the School of Engineering and the Physics Department are developing a comprehensive freshman year program for the 400 students entering Engineering. At the beginning of the year, all students take a diagnostic test which measures their skill in performing mathematical calculations and their ability to employ certain basic cognitive structures. Results of this exam are used to guide students in their selection of courses and to help faculty gain a clearer understanding for the cognitive mismatch phenomenon. Student cognitive development is encouraged through a variety of short modularized courses on problem solving and learning. Particular emphasis is placed in these courses on breaking the rote memory habit and on encouraging students to actively search out answers by themselves. The faculty who teach these courses spend part of the previous summer studying aspects of cognitive science and continue this study through the academic year by participating in a series of seminars. Each year new faculty are recruited to the problem.

After completing the Engineering modules students enter a two-semester calculus based physics sequence. This sequence is being modified to teach not only physics but also techniques for observing physical phenomena. Students are shown that physics is a way of thinking; a methodology which employs certain powerful techniques for forming generalized concepts. These concepts can be used to categorize a wide range of observations and make it unnecessary to memorize vast numbers of facts. Two faculty are engaged full-time in making these modifications they are assisted by other faculty, a post-doctoral student and several graduate assistants. A major emphasis is on redesigning the laboratories and homework so that they are co-ordinated and illustrate methods of correlation theory with observation. The Heuristics Laboratory operating in conjunction with the course, provides a low-pressure environment for developing these skills.

The primary objective of the Cognitive Development Project is to create a uniform emphasis on basic learning strategies which promote understanding and to systematically discourage techniques based solely on rote memorization or formula manipulation. We hope, by establishing these strategies early, to influence not only the students but also the faculty who will teach them in subsequent courses.

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Programs with multiple goals and objectives require an evaluation methodology which provides valid and reliable information regarding the extent to which they are meeting their goals. Many traditional evaluation studies ignore the complex reality of public programs and focus on what the evaluator considered important. Therefore, the results presented to program directors and decision makers are not always relevant to the reality of the program itself.

The objective of this project is to conduct evaluations for five educational centers receiving grants from the Fund. This evaluation is sufficiently flexible and is able to integrate the various goals and values of the different groups in the program. The data collected is relevant to the elicited goals and priorities. Accomplishment can be measured only against goals; therefore, the evaluation team in the first stage of the project met with decision makers at the Fund to elicit their goals. Then they met with the program directors and staff at the five centers being evaluated. The evaluation team is now involved in data collection. These will determine the extent to which the program's goals are being accomplished. The methods used have been developed by the sites with the assistance of the evaluation team.

This method of evaluation (Multi-Attribute Utility Theory which uses decision theory and Bayesian Statistics) has been successfully used to evaluate the Adolescent Rehabilitation Program in the Department of Mental Health in the State of Massachusetts. The short term purpose of the project is two-fold. One, to provide FIPSE staff with relevant information regarding the program's performance. Two, to provide each site with the evaluator's results, so that they can integrate their findings into future planning. The long range goals are as follows: One, to provide FIPSE with a methodology with which to measure their funded programs. Two, to provide the various sites with information about each other's programs in order to enrich their programs wherever relevant. Three, to assist the site in incorporating this methodology into their planning.

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Many Americans fail to learn mathematics by the standard methods at the standard time, and they suffer for it, intellectually and professionally. Some mastery of mathematics has been required of educated persons since the Middle Ages, but such has been the impact of mathematics on our century that everyday professional and practical life requires mathematical competence of some kind from people whose interests are entirely pragmatic. Entry and advancement in such fields as business, finance, management, social science, architecture, and librarianship, are heavily promoted by fluency in such mathematical realms as computers and/or statistics. Professional schools of law, medicine, and management choose their students, in part, on the basis of aptitude tests in which mathematical questions figure prominently. Students without mathematical fluency are seen as unready for higher education. There are signs that women, inner city populations, and poor people, incompletely served by their mathematics educations suffer economically and intellectually as a result.

From research pursued at the Man-Vehicle Laboratory (Professor Laurence R. Young, Director) a promising approach to mathematics pedagogy has been developed as an application of an evolutionary theory of higher human brain function. It suggests that success in any higher abstract task is dominated by the quality of tactics used to present it. That is, for example, by the division into subtasks, the order of presentation, and the patterns of rehearsal, and, that even rather intricate abstractions are potentially nearly universally accessible provided the presentation tactics are well-enough designed. The master tactic, briefly stated, is that abstractions must be decomposed into small rehearsable bits, and rehearsed. There is a suggestion, too, supported by years of small trials, and demonstrations, that there are radical improvements in efficiency to be had from systematic application of the theory to mathematics pedagogy with all underserved populations.

We are offering lower, and college level courses in conjunction with the Mathematics department and the Dean's office for Academic Support Services at the University of Massachusetts, Boston (Harbor campus). In addition to the regular treatments of introductory algebra, the course offers parallel sessions in elementary arithmetic, using the specially prepared tactics. Faculty members are observing the methods, and apply them in other sections of the same offering. We also run a bi-weekly training seminar for the faculty, using videotapes of class-room sessions.

We serve about 130 students directly, including some referred by other member institutions of the STAMP-ACT (Strategic Mathematics Pedagogy) Consortium: Tufts University (Continuing Education) and Women's Inner City Education Resource Center (WINNERS). Other students are drawn from a predominantly urban environment and include a substantial number of women returning to higher education. Our goal over the three year grant period of which this year is the first, is twofold. First, to perfect for students the tactics for the transition from arithmetic deficiency to preparation for college-level calculus of statistics. Second, to transmit to the training faculty the tactics and experience that help these students. Though they suffer from unsuccessful early experience with mathematics and poor preparation, they will be helped, we intend, to that level of fluency consistent with their substantial natural abilities and required by their professional and educational aspirations.

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The issues of measurement and assessment have come to the forefront of higher education. For many of today's students, traditional measures of academic success seem to have little relevance to their expectations and aspirations for success in work and other life roles. Furthermore, these traditional measures--course grades, credit for time in class, standardized aptitude and achievement tests--have repeatedly been shown to be unrelated to demonstrated competence in postacademic roles.

What is needed are new measures of learning outcomes that are empirically linked to adult life roles. Through the Higher Education Consortium on Assessment, a cooperative association of colleges and universities concerned about assessment issues, ICA is in the second year of a project addressing this need.

Objectives for Year II of this project are:

1. To enhance the capability of postsecondary institutions to measure change by helping them understand the issues involved in creating research designs for program and course evaluation, and by providing access to or help in the development of nontraditional measures of learning outcomes.
2. To develop new measures to the point where institutions can use them, by (a) developing the empirical base needed to use existing measures (i.e., collecting reliability, validity and normative data); (b) identifying and/or developing new measures to meet needs that are not now being met; and (c) developing the empirical base needed to use those new measures.
3. To establish and secure multiple sources of funding for Year III of the Consortium.

The institutions involved in the Consortium meet a stringent set of criteria which includes: an experimental group of 100 or more students; use of a complete and appropriate research design; access to outcome data on educational impact other than grades; and the ability to conduct the research with limited technical assistance from the Consortium. The site must also fit into the overall research design, which compares students receiving a competency-based vs. a "traditional" education; students on residential vs. commuter campuses; students in work study vs. traditional programs; or students in two-year vs. four-year schools.

Project outcomes will be the development and validation of new measures of cognitive and socio-emotional/interpersonal skills including two test batteries, each with a user's manual; descriptive papers of new measures; and a data bank containing analyses of measures.

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The field of public administration is rapidly growing. Employment nearly doubled between 1960 and 1970, and by 1980 13.5 million people may be employed by state and local governments.

Programs are needed to develop the abilities and underlying knowledge required by the public administrator whose activities are changing rapidly. Programs to prepare public administrators in higher education have largely been confined to theoretical learning, and have ignored the professional abilities necessary for effective performance and growth. Furthermore most professional programs are only available at the graduate level and do not deal with the problems, needs and aspirations of undergraduates. Medgar Evers College proposes to develop, pilot and disseminate a baccalaureate program in public administration emphasizing the competencies needed to perform effectively in this field. The piloting of this program will involve both full-time and in-career students. Many of the in-career students are presently employed in New York City public agencies and the pilot classes will be offered in a manner that is convenient for them.

The project activity is being guided by a policy committee composed of practitioners, academicians, and representatives of interested constituencies. An Evaluation Subcommittee, consisting of three distinguished public administration educators, will conduct on-site visits.

During the first two funding years, the project developed a curriculum model consisting of two systems, first a system of eleven substantive competence-based areas (CBAs) and later a system of nine personal and professional capacities. The project is exploring the integration of instruction in the substantive areas with development of the student's personal and professional capacities. This integration is assisted by learning packages which enable the student to combine theory and practice.

The learning packages will be piloted in the Fall, 1977 and Spring, 1978 semesters. Appropriate revisions will be made after each term. In addition, the project will revise the curriculum model itself based, in part, on the pilot experience. In June, 1978 the project will sponsor a dissemination conference on the model and on the project's curriculum materials which are appropriate for use in a wide variety of public administration education settings.

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Metropolitan State University
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Adults 25 and beyond need advice and assistance in life and career planning of a quality presently unavailable in the Twin Cities metropolitan area, particularly in relation to mid-career/mid-life changes in work and lifestyles. Changing social factors provide adults with more opportunities, more alternatives, and more "career crossroads" than ever before. Most adult Americans in the last quarter of the twentieth century will require more effective tools for continuous self-directed planning to meet these changing needs. Educational and other helping agencies and organizations which serve -- or seek to serve -- adults in the need of life and career planning assistance can and should work together to improve the quality of such assistance. Due to the lack of coordination of these services because of limited access, structural deficiencies and, in some cases, poor reputations, they do not have substantial impact on the potential audience.

This project addresses the problem of improving the quality and quantity of advice and assistance available to adults through the development of improved career planning models and by providing training for professionals in those institutions, businesses, and governmental agencies which are concerned with the career development of adults. Specifically, the project seeks to provide courses and workshops for adults interested in exploring mid-career transition options, and to provide training for members of various helping professions to improve their skills in counseling adults contemplating or involved in mid-career or mid-life changes in work and lifestyles.

To achieve these objectives, the project will 1) sponsor workshops, seminars, and conferences for educators, businessmen, government agency personnel, and other members of various helping professions who counsel and assist persons involved in mid-life/career transitions; 2) conduct research and development activities necessary to discover life-planning, career-changing, and job-hunting methods and disseminate the results of this effort in a manner that will assist professionals and their clients in these fields; 3) sponsor courses and workshops designed to assist adults in their career and life planning; and 4) develop a network of educators and other members of the helping professions to advance the state of the art for life and career planning services for adults.

The project will result in the identification, development, and training of a network of community based career and life planning specialists to assist adults living in the Twin Cities metropolitan area. The project will also produce a variety of teaching instruments for the use of adults requiring life and career planning assistance. The project will also serve as a clearing house for the collection and dissemination of career planning tools and programs already available. Several model programs and workshops in which adults will be assisted in life and career planning will also be a part of the overall project.

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Students across the country have in recent years been affected by a deepening concern about the future. Many of them feel that their education does not adequately prepare them to meet the challenges and demands which the future is likely to impose upon them, and find that there is a disjunction between what they are learning and what they sense they should be doing. It is important that educational institutions - especially those of an innovative and experimental kind - should address issues of the future programmatically and seek to provide undergraduates with the skills, the insights and the personal resilience to cope with the challenges of that future.

Through a program of research-based teaching and learning, the social science community in the Residential College (an experimental unit within the College of Literature, Science and the Arts at the University of Michigan) is attempting to develop ways of preparing students to live in the altered world of the 21st century. This program emphasizes close student/faculty collaboration in the pursuit of social science inquiry on major contemporary issues. The grant helps establish the process whereby students and faculty can break away from the traditional classroom and semester framework and work together on major contemporary issues of common interest. Research projects are jointly planned, developed and implemented by small faculty-student groups. These are coordinated through bi-weekly seminars and the necessary skills in research design and techniques are provided through skills workshops organized with the assistance of researchers from the Residential College and the University-at-large.

Through the example of our student/faculty research community, we wish to establish the relevance of using social science tools to promote direct citizen evaluation of social issues, to develop coping skills for meeting emerging trends, and to develop ways to affect the direction of future social patterns. Specifically, the intended outcomes for students are:

1. To understand major trends and issues of the late 20th century and to identify community, regional, national and global problems by conducting a research project within the framework of the Residential College social science program.
2. To master skills in using basic techniques of research design, data collection and analysis of empirical materials.
3. To experience collaborative work with peers and faculty.

Intended outcomes for faculty are:

1. To work out of the center of their own interest with colleagues and students.
2. To develop new ways of teaching outside of the traditional framework.
3. To increase the relevance of their research, thus, enriching their teaching in practice not merely in theory.

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University of Michigan, Survey Research Center
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The National Chicano Research Network is a comprehensive long-term response to existing problems facing Chicano higher education and postsecondary education in the United States generally. For Chicanos and other minorities these problems begin with severe underrepresentation in undergraduate and graduate enrollments. At the faculty level, however, the problems go far beyond mere underrepresentation. The pressures and constraints faced by early-career Chicano faculty (the overwhelming majority of Chicano academics are in the early stages of their careers) from special student clienteles, their own departments and institutions, and the frequently inadequate technical research training they receive, threaten their career advancement.

The Network conducts training institutes (the first one was in August, 1977) and short-duration workshops on research methods, sponsors a program for Visiting Chicano Scholars, sponsors meetings of Chicano researchers and educators on the status and priorities for Chicano education and research, increases and sustains Chicano participation in scholarly associations, provides critical review and advice on scholarly publications to young Chicano social scientists, houses a research clearinghouse and publishes a newsletter and working papers series.

By encouraging and facilitating increased scholarly productivity, the Network will insure that more of the relatively small number of Chicano faculty already holding appointments will pass the increasingly more competitive review for promotion and tenure. For meeting this objective we are implementing programs characterized by "networking" - types of association. By supporting increased cooperation, collaboration, and mentorship both as a style of scholarly work and as an instrument of professional career advancement and social responsibility, the Network will contribute to a greater and more effective Chicano participation at all levels and in all sectors of post-secondary education for the purpose of benefiting the Chicano population generally.

One additional feature of the Network is especially significant. The broad range of activities and programs planned are designed to be cost-conscious and non-duplicative of other programs. This is especially timely in an era when post-secondary education is increasingly dominated by overall fiscal and personnel contraction adversely affecting minorities more than others, and by the declining priority given to scholarly endeavors. Through a system of multiple-source funding, matching support guidelines, and by inclusion of technical training and career development objectives and funds in Chicano research projects, the Network will be able to sustain the activities currently planned.

Project Director:

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Those who are elderly, unemployed, divorced, or widowed suffer from the failure of the educational system to provide the flexible and supportive programs they need to cope with their situations in difficult times. Furthermore, those financially injured by inflation and recession and in need of counseling and training often do not fit or project the profile required to obtain Government aid. Although Massachusetts has a vast educational system, the State does not have specific designs to answer the needs of these thousands of adults who find themselves "newly poor". The Widening Opportunity Research Center, a community service program at Middlesex Community College, Bedford, MA, addresses itself to the problems of these individuals. Originally developed by volunteers as a Women's Center, WORC has expanded to include programs for both men and women.

Basic to evaluating an individual's particular needs is WORC's Counseling Program. One-to-one counseling is provided, as well as other counseling services including workshops on career and life planning, training in employment-seeking skills, and conferences dealing with retirement. An Annual Fall Open House features information on local career and educational opportunities. Additionally, mobile vans travel to senior centers, social service agencies, and educational institutions to provide similar services. Job Training is designed to encourage confidence-building along with competence in a job area. Part-time scheduling allows retraining for the underemployed, re-entry housewife, or career changer. Occupational competency rather than over-specialization is stressed in order to avoid the need for constant retraining. Job Referral provides information on jobs, establishes business and community linkages, and maintains a bank of resumes. The WORC Resource Library contains written materials on education, careers, employment, financial or legal aid, and consumer news. Additional WORC services include an information and referral service, a bi-monthly newsletter, a weekly column, and a Speaker's Bureau.

The Volunteer Program is an integral part of the overall design of WORC. Not only is the training of volunteers important to the perpetuation of a cost effective service center, but it also utilizes meaningfully the interrupted lives of participants by providing a transitional bridge from volunteer training to internship or employment. In addition to the incentive of two tuition-free courses at the College for every fifty hours of volunteer work, there is the opportunity for volunteers to participate in a comprehensive semester-long training program "Venture".

By demonstrating a cost effective way to make lifelong learning a reality for adults, WORC believes it will help to promote the development of WORC-like programs throughout the Community College System in Massachusetts.

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The past decade has been a period of rapid growth of opportunities for individualized education for students who seek more personalized relationships with faculty members. At the University of Minnesota, of 50,000 students registered each term, approximately 10 percent will be working with faculty on one-to-one bases, outside of the regular classroom setting, for which academic credit will be awarded. With these opportunities, however, a problem has arisen. We know little about how faculty involvement in individualized education should be regulated, evaluated, and rewarded. The University of Minnesota University Without Walls project, because of its experience in individualized forms of education, is carrying out a two-year research and development effort aimed at making better use of faculty resources for these purposes.

The project consists of two parts 1) An analysis of past and current levels and trends of faculty involvement in individualized education at the University of Minnesota; 2) Development of models for recruiting, monitoring of activity levels, evaluation cost effectiveness, and evaluating instructional effectiveness of faculty involved in individualized education.

The small project staff works in association with a broad-based commission of faculty and students. Commission members serve as advisors to the project and liaisons for implementing project results at departmental and University levels.

The results of the project will include, in addition to models for regulating, evaluating, and rewarding faculty who are involved in individualized education, a series of policy recommendation documents to be considered for implementation at the University level.

Project Director: Jeffrey N. Johnson
Faculty Development in Individualized Education Project
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University of Minnesota, Morris
Morris, Minnesota

A fundamental, critical problem of the Dakota Sioux people on the Lake Traverse Reservation in Northeastern South Dakota is low educational attainment due in part to severely limited access to postsecondary education, which results in low level employment, an extremely high rate of unemployment and limited social mobility. Current efforts are being made to provide quality elementary and secondary education, but continual postsecondary educational opportunities are not available. Previous efforts by single institutions in South Dakota at providing extension opportunities have proven unsuccessful because of a lack of adequate personnel officed on the Reservation and the great distances involved. This program, initiated at the request of the Sisseton-Wahpeton Tribal Council, calls for the University of Minnesota, Morris (the closest postsecondary institution) to coordinate an inter-state and inter-institutional delivery system and assist in establishing a College Center on the Reservation.

The program assesses, designs, develops, delivers and evaluates opportunities for postsecondary education coordinated through an on-site staff. Over a two-year period of support by the Fund, the project marshalls resources from existing postsecondary institutions in Western Minnesota and Eastern South Dakota to assist in the development of the College Center. Faculty are provided to teach at selected sites on the Reservation from the cooperating institutions and the local community. In addition, counseling and advising services are provided when and where the students desire. The program model calls for assessing the needs of the local residents and developing educational programs tailored to specific individual needs. Technical assistance is also provided by the American Indian Higher Education Consortium in Denver, Colorado.

The program will serve as a model for institutional cooperation and coordination in assisting American Indians to achieve their goal of self-determined educational attainment, and will provide for individual educational development of participants. The program will bring continuing educational opportunities at the postsecondary level to the seven districts of the Reservation, hopefully reaching and serving 500-600 individuals per year. Ultimately, the program will test the feasibility of establishing steps to develop a free-standing Community College on the Reservation.

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Modern Language Association
New York, New York

The Modern Language Association, a 30,000 member professional organization of teachers of English and other modern languages in higher education, established in 1969 a Commission on the Status of Women in the Profession. One of the Commission's mandates is to encourage and develop new programs in Women's Studies. This one-year project, "Teaching Women's Literature from a Regional Perspective," results from the Commission's awareness that the teaching of literature often suffers from the elitist standard literary canon which excludes the voices of minorities, the poor, and women and from a traditional pedagogy which defines the teacher as expert and the students as passive recipients of knowledge. The two major problems, therefore, to which this project addresses itself are (1) changing the pedagogy in the literature classroom and (2) changing the content of the literary curriculum.

This project is an outgrowth of last year's project which funded teachers in institutions in three regions to do research on women in their region and then to develop courses based on this research. Like the earlier project, this year's research will concentrate on regional women's literature in an attempt to change content. The major change this year is the focus on the student-centered classroom. In a two-semester course in fifteen institutions students will examine letters, diaries, memoirs and out of print books in local archives and conduct oral history interviews with family members and with other regional women. Students, in the second phase of the course, will develop projects based on their research, such as dramatic readings from interviews, diaries, etc., slide-tape presentations, books of regional writings, or a scholarly paper. Students will then present these projects, during the third phase of the course, to academic groups within the region and to community organizations, such as the League of Women Voters, senior citizen groups, church groups, etc. To disseminate the information gained during these two-semesters to teachers inside and outside the region the Project Director will circulate a monthly newsletter compiled from the reports from the teachers in the participating institutions.

The teachers involved in this project come from the following institutions: Borough of Manhattan Community College, University of Massachusetts, East Carolina University, University of North Carolina at Charlotte, South Dakota State University, University of Alabama, Jackson State University, University of Arkansas, University of Oklahoma, University of Texas, University of Colorado, San Diego State University-Imperial Valley Campus, Sonoma State College, University of California at Berkeley, University of Wisconsin at Milwaukee.

The primary goal of this project is to improve the teaching of literature by developing student-centered classrooms and by expanding the traditional definition of literature. Specifically, we hope to accomplish these two goals by training students in research skills so that they can develop interdisciplinary connections between literature and their own region and between literature and their personal lives. A third goal is the formalization of emerging networks of teachers interested in this approach into regional clusters which can identify repositories of women's literature, can hold conferences, and exchange information.

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Monroe Community College
Rochester/Genesee Valley History Project
Rochester, New York

Instruction in United States history takes place largely in the classroom, emphasizes national developments, and relies on secondary texts and lectures. The Project's baseline data surveys of regional college and secondary social science teachers and their students, as well as of historical societies, museums and other agencies shows that this traditional approach is limited: it under-utilizes the learning resources to be found in most communities, fails to realize the instructional potential of media and primary research materials, and ignores an important constituency -- those not enrolled in formal educational programs.

A regional consortium of colleges, museums and community institutions, the Rochester/Genesee Valley History Project is exploring the potential of the community as a learning resource. Using local history as an organizing construct and institutional focus, the Project is developing interdisciplinary curricular experiments using primary research materials and media presentations. Dozens of people from consortium institutions are teaching local history to college students, secondary school teachers and community residents through courses and workshops at colleges and museums. Using interviews, photographs, artifacts and documents, groups and individuals from the community are working directly with Project staff on such topics as ethnic and religious heritage, work experience, family history, neighborhood development and social and political institutions.

From this coordinated institutional experimentation and community-based research, the Project is producing instructional media packages for classroom and community use, as well as radio and television programs for local broadcast. The Project will evaluate these activities and materials and will prepare workbooks and a manual on the instructional methodologies developed. Thus the Project can serve as a model for other communities.

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Over the past few years, there has been an increased recognition of the need to view recipients of social services--including the students of educational institutions--as consumers, and to question the actual responsiveness and relevance of services provided to these people. In addition, the past decade has seen cultural institutions of various kinds gain sophistication and acceptance as agencies of on-going adult education, although serious questions have been addressed to such institutions regarding the accessibility of their resources to non-traditional audiences. Museums Collaborative's Cultural Voucher Program experiments with a new delivery system in the area of cultural education programs sponsored by museums, zoos and botanical gardens.

Museums Collaborative is an arts service agency which assists New York City cultural organizations in jointly addressing issues of importance to their continued growth and development. The Cultural Voucher Program's goals are 1) to bring a broader range of people into contact with the educational resources of cultural institutions, 2) to provide the institutions with incentives to develop services which respond to the expressed needs of new audiences. To this end, the Program provides money--in the form of vouchers--to fifteen community organizations, which together reach a potential 150,000 people, to enable the organizations to purchase services of their choice at eight authorized cultural institutions. The institutions accept the vouchers in payment for services and redeem them for cash from Museums Collaborative. In this manner, institutions are encouraged to work with new audiences and are funded to the degree that they respond to expressed public needs.

More than 700 projects have been implemented by participating cultural institutions and community organizations in the past twenty months. Services purchased from cultural institutions included: Admission to existing programs (7%); Weekly lessons in the visual arts, music, poetry and dance (53%); Special tours of exhibitions, and courses in modern art, anthropology, urban ecology, etc. (23%); Technical training in exhibition design, catalogue production, photography, etc. (4%); and Workshops in topics such as fund-raising and publicity (13%).

The Cultural Voucher Program has been operating in New York City for the past three years, although the 1977-78 fiscal year is the first of a new three-year grant from the Fund. Several major policy changes will be effected in the Program over the next three years in order to refine the cultural voucher model for national diffusion. To improve the cost-effectiveness of the Program and utilize existing resources within participating community organizations and cultural institutions for the on-going support of the Program, a discounting system in the allocation of vouchers to community organizations will be established and salary stipends currently provided directly to cultural institutions will be reduced. In addition, the limits of size of such a voucher mechanism will be tested by the significant expansion of the number and kinds of community organizations and cultural institutions involved. Finally, the applicability of a cultural voucher system for non-urban areas will be examined through the extension of the Program into suburban and rural counties in New York State. The Collaborative intends to advocate the adoption of a voucher system by New York State as a means of distributing part of its annual budget for the arts.

All aspects of the Cultural Voucher Program are overseen by an Advisory Council composed of community and cultural representatives, and the Program is evaluated by a research team from Columbia University.

Project Director: Holly Sidford
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Many adults express a need for better information and guidance to help them make career and educational decisions at points of transition in their lives. Advisory services are springing up to meet these needs. With impartial information on local learning and career opportunities, they provide referrals, counseling, assessment and advocacy.

Such services act as "educational brokers", linking would-be learners with learning resources, in diverse institutional settings including free-standing agencies, libraries, consortia of institutions and special units of colleges and state college systems. In October 1976, the Congress in the Higher Education Act established the Educational Information Program with federal matching grants to states to support Educational Information Centers.

The National Center for Educational Brokering aims to increase the number, quality and support of brokering services. In 1977-78, the National Center program will emphasize:

1. Research and Information on Adult Advisement, Assessment and Advocacy

A free Bulletin is published ten times a year. Materials relevant to brokering are collected and disseminated. Two manuals or monographs published in 1978 will reflect the practical experience of practitioners in the field.

2. Technical Assistance for Organizational Development

Experienced practitioners in the NCEB Consultant Network aid brokering project staffs in decision-making on finance/management, design of services, selection/training of staff, outreach and delivery, counseling and assessment, and evaluation. Meetings for new managers of brokering services, counselors and other activists provide staff development. State governments are aided in organizing conferences on educational information issues.

3. Assistant to Public Policy and Program Development

NCEB facilitates interchange between state and federal policy makers and program developers concerned with educational and occupational information and advisement services, on the one hand, and local practitioners, on the other. Policy analyses are prepared for public officials. Presentations are made on the brokering concepts and activities.

In mid-1977, the central office of the National Center was moved to Washington, D.C. and the Office of Organizational and Staff Development to Columbus, Ohio, (65 Jefferson Avenue). The NCEB Office of Research and Development remains in Syracuse, New York (405 Oak Street).

Project Director: Francis L. Macy, Director
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National Council of Negro Women, Inc.
New York, New York

Many women with limited educational preparation, particularly minority women in urban settings, are trapped in low-level clerical jobs. With the trend toward greater portions of one's life spent in the work force, the prospect of 40 years at the same job-level is very disheartening. Although employers often have monies to contribute to the expenses of education, they have done little to encourage the use of such resources, and many organizations do not have their own upward mobility programs. In the New York area, the National Council of Negro Women (NCNW) has worked with the Pace University to direct minority women to particular job-related courses. However, most of these courses have been a one-time experience with limited impact upon the individual's career mobility. NCNW is now developing with Pace and its numerous business contacts, a complete program which offers greater possibilities for enhancing the career skills and knowledge of women.

A 60-credit Associate in Arts degree awarded through Pace University is being designed to move women from clerical jobs into management, sales and administrative positions. NCNW's role is to administer the project; link the resources of the institution and businesses; recruit and select students; assist in securing tuition assistance through company plans and government grants; provide career counseling; offer individual tutoring services. Pace provides the actual instruction. Eight to ten major companies are participating with students, faculty and NCNW staff in conducting a task analysis of competencies required for selected administrative jobs, and are jointly developing a curriculum that reflects the competencies needed for such positions. The first year focused on development of a work-related, liberal arts curriculum including a concentration on business subjects, and initiation of the program for two groups of 30-35 women. In years two and three, the program is being refined and offered twice yearly to new groups of 30-35. The curriculum enables the student to earn the AA degree in two and half years of after-work study. After the conclusion of the project in July 1978, Pace has agreed to make this a permanent University offering.

An intended outcome of the project is to improve the career mobility of women who are stuck in dead-end jobs, and the evaluation looks at the success of the degree program in accomplishing this goal. By bringing the educational resources of the institution to the work setting, a new model of faculty-employer involvement will be tested. NCNW hopes that the presence of the project and involvement of employers will further sensitize employers to the needs of workers for career-related programs.

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**National Student Educational Fund
Washington, D.C.**

Most information about postsecondary education made available to students and prospective students by institutions and traditional information agencies fails to adequately address students' questions and concerns. Students, as well as prospective students, need better information in order to make reasonable choices about applying to, enrolling in, matriculating at, and transferring in and out of postsecondary institutions. Today the need for more and better information is more acute than ever because of the increasing diversity in students' backgrounds, goals, academic options, and financial situations, not to mention the spiraling costs of attending college, the uncertainty of employment after graduation and the competition among postsecondary institutions for the student market.

The need for information does not stop with enrollment however. Once enrolled, students need information about housing, orientation sessions, and the availability of community and campus student services.

Students are already responding to this communication problem. Each year, students and student groups produce countless publications, and support numerous formal and informal information services, at their campuses. Their materials, such as "survival manuals", course-and-teacher evaluations, and orientation guides, meet a vital need for enrolled students as well as prospective students and are worth careful examination.

The National Student Educational Fund is conducting a nationwide competition to identify, recognize, and share exemplary information materials and practices developed by student groups. The competition involves three main strategies. First, an extensive promotion campaign is being mounted to assure the largest possible number of entries from the most diverse possible student organizations. Announcements, posters, and press releases are being sent to several audiences at all postsecondary institutions. Entries must be post-marked no later than February 28, 1978. Secondly, the entries will be judged by a 15 member panel. Student-produced materials will be analyzed not only for their content, quality, and style, but also for the campus informational need which the entrant addresses. Twelve \$1,000 scholarships will be awarded in the name of the winning student groups to their institution to be given to a student with demonstrated financial need. Thirdly, during the competition excerpts from exemplary materials and the analysis of student information needs will be shared through a quarterly Ideas newsletter. A national invitational conference is scheduled during the spring of 1978, to discuss the value and role of student produced information, display exemplary materials and present awards.

The three major goals of the project are: 1] to foster dialogue about the pivotal role of better information in the interests of students, 2] to encourage student organizations and projects to systematically assess the information needs of their local student population(s) and where appropriate, undertake activities, -either independently or in conjunction with institutional administrators - designed to meet those needs, and 3] to encourage institutions, agencies, planners, and information specialists to study and learn from exemplary student produced materials, and where feasible, adopt or adapt elements from those materials which will improve the contents, style and format of their own publications.

Project Director: Karon Cox
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Teaching and learning implies responsibilities on the part of both students and faculty. The essence of this project is that students hold an important and heretofore ignored key to the improvement of teaching and learning. If we can help students become more analytical observers of their own learning reactions, they can assume more responsibility for the quality of their learning and they can improve the quality of teaching through monitoring their learning reactions to various teaching strategies, through becoming more knowledgeable consumers of education, and through becoming more competent evaluators of teaching effectiveness.

This project brings students and faculty together in a shared concern for the quality of teaching and learning. A 3-credit-hour course in Learning Analysis (LA) offers students at the University of Nebraska at Omaha, the University of Nebraska-Lincoln, Chadron State College, Kearney State College, College of Saint Mary, Creighton University, and Doane College the opportunity to experience learning under four alternative methods of instruction. Faculty members who are outstanding practitioners of various learning strategies, e.g., Keller Plan, audio-tutorial, discussion method, media-oriented classes, etc., prepare a learning unit in their own discipline for presentation to freshmen. Together, students and teachers explore the teaching-learning process--students becoming more aware of the activity of learning, and faculty becoming more sensitive to student reactions.

Desired student outcomes from LA include knowledge of one's preferred learning strategies and the teaching-learning environments in which these strategies are optimally used, development of information-seeking skills for choosing courses, alternate learning strategies for use in non-preferred situations, experience with a variety of teaching methods, and introductory knowledge about the psychology of learning and four other disciplines. The course in Learning Analysis also serves as a demonstration laboratory for faculty members who wonder about the applicability of different approaches.

A second feature of this project calls for the development of Student Learning Scales (SLS). Ultimately the test of teaching lies in the effectiveness of learning. The SLS will ask students to evaluate learning rather than teaching. The course on Learning Analysis provides an especially rich resource for the development of the SLS, which are intended to supplement present student ratings of teacher performance. Pilot studies of the SLS will begin in the fall semester, 1977. The SLS will be available, with tentative norms, to colleges and universities throughout the nation by spring, 1979.

Finally, the project will experiment with dissemination techniques in which experienced teams of faculty members can train new teams from similar campuses. An Institute on College Teaching Alternatives will be offered in the spring of 1979.

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New Jersey Education Consortium
Princeton, New Jersey

Many adults want to continue their education, but hesitate to do so. Many postsecondary educational institutions view serving the adult learner as a challenge, but hesitate to meet it. In 1971 12,000,000 American adults entered college but did not complete it. In New Jersey 41% of those over 25 years of age had finished high school but not college. The learning environment, class schedules, curriculum, teaching styles and administrative/financial regulations have discouraged many adults from pursuing their education. Others fear the competition from younger students, or resent the apparent academic indifference to knowledge gained from experience. In its search for increased educational options in our society, the New Jersey Education Consortium has discovered that by serving as an educational broker for such individuals, a surprising number can be assisted in overcoming most of these deterrents.

The Consortium operates four "Centers for Educational and Career Choices" to serve adults in four locations (Perth Amboy, Trenton, Camden and Princeton). Part-time learning "facilitators", who are trained by the Consortium, provide detailed and current information on nearby educational resources together with information on career opportunities and occupations.

For a fee, they are prepared to give professional assistance in any one or combination of four separate but related areas: (a) identifying educational/career goals, (b) examining alternatives for attaining the chosen goal(s), (c) preparing for the job search, and (d) organizing past experience for assessment by Thomas A. Edison College or any other college which is equipped to evaluate knowledge in terms of college credit. Each of the four areas are covered in about 7 hours of contact between facilitator and client (s) in a mixture of group and individual sessions. The facilitators are also being trained to assist the adult in planning an entire college career program, and, where applicable, to help negotiate learning contracts between groups of adults and post-secondary institutions.

An unanticipated problem is the need to let adults know of this service and to accustom them to the usefulness and satisfaction of a plan for life-long learning. Many still equate all changes in career objectives with failure. Thus they hesitate to take advantage of opportunities to enrich normal development.

The project will enlist the resources of higher education to meet the needs of the adult learner. It will also place a high priority on publicizing the service and helping adults who are restless to recognize its usefulness. The result is expected to be a significant increase not only in the use but also in the efficient use of post-secondary institutions by adult learners. A more long term goal is the modification of rules, regulation, curricula, and schedules to permit more effective use of educational plant and talent, and to encourage the habit of lifelong learning.

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Northeastern University
Boston, Massachusetts

Adult women who desire professional careers in business have often lost a great deal of time raising a family or working in low paying jobs. At the same time, many of these women have acquired managerial skills through volunteer activities which are relevant and transferable to the world of work. However, traditional academic programs and employer recruitment practices continue to deter women from returning to school and gaining access to careers. Academic programs are often too long, too costly and frequently unrelated to career goals. A survey at Northeastern revealed that 74 % of adult female students are only able to take one or two courses at a time. At this rate, it would take a woman ten to twenty years to complete a traditional program. Thus, higher education as it prevails today presents a woman with a discouraging dilemma; she must obtain a degree to get a job, yet by the time she graduates she may be too old to be a desirable job candidate.

The goal at Northeastern is to develop short-term, job-focused curricula as an alternative to traditional degree programs. Project and Northeastern University staff are working in close collaboration with ten major employers. With these employer partners, who represent government, banking, insurance and industry, an innovative model has been developed to define and describe a number of managerial and professional level jobs. Eliminating traditional job descriptions, which have tended to screen out candidates with non-traditional job backgrounds, these Job Competence Profiles focus on the technical and managerial elements of each job and the skills and competencies required to perform them. The Job Competence Profiles have required that employers focus on competencies necessary for job performance rather than traditional requirements of degrees and work experience. The profiles have been used to assist women to interpret the relevance of their own competencies to the world of work, and in the selection of candidates for a pilot demonstration program. They are also being used as empirical data in the development of an innovative management seminar.

In the second of three years (1976-77) twenty-four women, twelve already employed and twelve with non-traditional experience, have taken short-term, job-linked programs at Northeastern. The program was monitored by a staff advisor and by the employer partners. In the summer of 1977 the women assumed their new and up-graded positions and in September a year-long evaluation of the program will begin. It will involve assessments by employers, Northeastern faculty and staff and the trainees.

The expected long-term outcome of this Project is the creation of a new short-term management training program that responds to the needs and talents of adult women and to the goal of employers for effective job performers. It is expected that the concept can be transferred to other institutions and that it will have application for a variety of individuals.

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**Opening the Doors Wider in Nursing (ODWIN) - Health Careers
Boston, Massachusetts**

For the past ten years, ODWIN-Health Careers has been addressing the problem of exclusion of female heads of households and members of minority groups from higher education in the health fields. Although much is said of the importance of selecting a career, little is done to provide information that enables people to make informed decisions about their future occupation. Lack of information early in life can result in the selection of a high school curriculum which does not afford the opportunity to learn a broad range of skills. Career decisions are often unsuited to the individual's interest, potential and economic need.

To address this problem in the Boston area, ODWIN assists high school graduates and non-working adults to improve skills in English, math, reading/study skills, and science requisite for success in higher education programs in health occupations. The focus of the program is on the individual and the development and refinement of each individual's powers of reasoning and critical thinking. To this end, ODWIN employs a Diagnostic Learning Approach, a unique career-oriented academic and counseling program. The program consists of diagnostic assessment of skills, individualized educational plan, individualized academic program, and diagnostic-inquiry instruction.

The current project, now in its second year, is directed toward increasing students' understanding of the nature of careers in the health field and the scope of possible choices, increasing their skill in listening and note-taking, and refining their skills in reasoning and transfer of knowledge. ODWIN helps students locate and gain access to appropriate health education programs offered by postsecondary institutions, and continues to counsel and offer tutorial assistance as students complete these programs.

ODWIN ultimately hopes to increase the numbers of minorities who gain entry to and complete health career programs. ODWIN provides a model for the counseling services and preparatory instruction needed to accomplish this goal.

Project Director:

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Oglala Sioux Community College
Pine Ridge, South Dakota

Nationally, Native Americans who have left their home reservations to attend schools of higher education in other areas of the United States have had a higher dropout rate at the freshman and graduate levels. There are many causes: the separation of families, geographic mobility, and of course, financial problems.

The Oglala Sioux Community College, as an Indian-controlled institution, was organized to provide higher education on the reservation and to alleviate some of the causes for the high dropout rate. Through agreements with other institutions of higher education, the College Center presently offers eight Associate of Arts degrees in the areas of Business, Nursing, Dakota Studies, Education, Social Services, Homeliving, and Agriculture. The program allows students to remain on the reservation with their families, eliminates the financial burden of moving to a distant location to attend school, enables students to maintain part-time or full-time employment while taking classes, and provides students with the first two years of academic work.

In a reservation-wide survey results indicated high priorities given to the areas of business and agriculture, reflecting a desire to better use reservation land holdings and develop small businesses. As an attempt to meet those needs, funding was sought and received from FIPSE. The funding allowed for the establishment of an Associate of Arts degree in Agriculture, training of nine extension agents, presenting workshops and disseminating materials on land management, land status, and other topics of concern in agriculture. Approximately 300 potential business operations were identified and assistance was given to 65 persons in bookkeeping, management, and governmental regulations.

In the second year, we are seeking to stabilize the efforts and gains of the first year of funding, and to provide for more effective, relevant education to students and community residents. The project now under way is to provide for more effective education in the areas of Agriculture, Business, and Dakota Studies through the inclusion of skills, knowledge, and attitudes relative to reservation needs. The general problem is that the present coursework is structured after American collegiate academic standards and does not meet reservation needs. The three departments are restructuring the curricular content of 40 courses.

The anticipated results will be to: improve programs and instruction through the inclusion of skills, knowledge, and attitudes that relate to reservation needs in Business, Agriculture, and Dakota Studies. It is anticipated that the change will be useful to the Indian community as well as to the learner. Besides new information courses, there will be coordination in the format of each content area to stress humanistic values. Finally, instructional formats reflective of reservation needs may also serve as a model of instruction for other institutions located on Indian reservations or among minority groups.

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Oregon State System of Higher Education
Monmouth, Oregon

This project focuses on two interrelated problems which have significantly affected higher education. One problem is that a majority of efforts to improve instruction have not been examined for their effects on student learning and development. A second related problem is that there is a dearth of credible and practical indicators of course-based student growth. This project, therefore, is an effort to implement an instructional development model which makes systematic student learning assessment techniques an integral part of its process.

Project staff, who are supported mutually by the Fund and the Oregon State System, are assisting in the organizational planning necessary for comprehensive instructional enhancement at Portland State University and Eastern Oregon State College. Working on an individual basis with a variety of faculty members, the project staff gains practical experience with the development and application of techniques for obtaining systematic information on student learning. As the various techniques are developed and refined, they are integrated into our instructional development activities. The latter activities most closely resemble those pioneered by Robert Diamond and his staff at Syracuse University.

Generally, our version includes: (1) obtaining a comprehensive picture of the goals, knowledge levels, and attitudes of the students who enroll in the course(s) and related instructor needs; (2) developing a descriptive analysis of the institutional, departmental, and instructor goals for what students should know when the course or sequence is completed; (3) providing an analysis of the resources and constraints relevant to the problem; and (4) implementing a plan for the improvement of learning and use of faculty resources. Information gathered from these steps leads to specific activities for generating objectives, learner options, tested formats and materials, and evidence regarding the effects of changes on faculty and students.

As a means of demonstrating the project's effects, all activities, services, and products will be evaluated for their influences on (a) the ability of faculty to systematically determine, for instructional improvement purposes, the extent of their instructional impacts on students; (b) the ability of faculty members to engage in systematic program reviews; and (c) usefulness of the data made available to teaching and administrative faculty for use in developing "staff career support programs," aimed at revitalizing faculty careers. In addition to these evaluative results, we expect to have prototypes available to others which can be used for various kinds of assessment of student learning.

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Many students express a strong interest in becoming directly involved in an ongoing, original research project. Unfortunately, opportunities for most students are limited. The experiences and insights gained from actual participation in basic research are very difficult to achieve with standardized, pre-planned exercises. Even reading primary sources cannot adequately communicate to the uninitiated student the amount of hard work, complexities of the problem faced, and the excitement of discovery experienced by those doing original research. In these times of tight money, however, most educational institutions are hardly in a position to expand their facilities and staff to accommodate student interest in research participation. Therefore, to expand educational opportunities in this direction, other resources must be sought.

In recent years, the Portland zoo has developed an extensive basic research program focusing on animal behavior and physiology. From time to time, individual scientists have brought in students to work as volunteer assistants. The success of these students and the enthusiastic support of local colleges and universities lead to suggestions of combining resources for mutual benefit. Unfortunately, the number of students who could be accommodated has been far below the demand due to limited time for supervision.

The grant-funded project provides a greatly expanded educational program at the Washington Park Zoo's research center with an education staff to provide special training and supervision for volunteer assistants. All participants are given personalized instruction in observational data collection techniques before they begin their work as assistants and, depending on their assigned project and interests, may receive additional training in the maintenance and repair of programming and recording equipment, computer programming, inferential statistics, animal health care, use of video tape equipment, library research, and research design. Arrangements have been made with a number of local colleges for their students to receive academic credit for their work in the program. Students from other institutions are aided by the supervisory staff in obtaining credit from their home institutions. The program is also open to individuals who are not presently enrolled as students but who have demonstrated ability to do college level work. The education program can now accommodate 45-50 new volunteer assistants per trimester and a total of approximately 150 per year.

In the first year the main focus was on development of curriculum materials and perfecting student training procedures. Now, at the beginning of the second year, the emphasis has shifted toward building formal ties with area colleges. This fall special courses in animal behavior (including research practicum) will be taught by the program staff as part of the regular course offerings of two local colleges. Advanced courses are also being planned for the winter and spring terms. Further contacts have been built through a monthly seminar series and by encouraging a growing number of faculty from area colleges to utilize the zoo's research resources.

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Pacific Lutheran University
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Students and faculty alike share a sense of disillusionment and frustration over the apparent inability of citizens to influence the decisions of public and private institutions. Furthermore, from the perspective of students, a liberal arts education appears no longer to be a passport to meaningful and lucrative careers, while at the same time potential employers or decision makers perceive college graduates to be poorly equipped with practical skills. Typical students at Pacific Lutheran University, although inclined toward human services, tend to be somewhat sheltered and are not opened to the role of more effective public participation through textbook-lecture-discussion approaches. Fragmented departmental structures inhibit cooperative approaches on the part of social scientists and impede effective faculty development efforts. Although student employability remains a high priority, there is a need for more appropriate measures for assessing the value of liberal education by broader criteria.

The Division of Social Sciences is carrying on a three-year demonstration program at the completion of which students will be able to demonstrate increased intellectual, affective and skill capabilities; the intent is for them to participate more effectively as change agents in decision-making roles within organizations or institutions, as employees, volunteers, or as citizens.

A range of activities are being used to achieve these goals. While the strategies are largely processes, they are closely allied with the substantive issues confronted in being productive citizens. Faculty-student research teams examine ways the university can increase learning effectiveness. Cooperative planning within and between university departments and divisions will increase opportunities for learning activities beyond disciplinary boundaries. Students and faculty work together in field settings studying such wide ranging issues as child abuse, historic preservation, desert ecology and history, and wife battering. Such approaches enhance student and faculty awareness of the integrative nature of social problem solving and analysis. A number of student-faculty study groups including those on human rights, family policy, non-western and comparative areas, and experiential education operate within a newly formed Center for the Study of Public Policy which gives focus to project goals. Academic integration of graduate, teacher education and continuing education programs form additional activity components of the project.

Outcomes over a three-year period will include: Graduates in social sciences will be better prepared for decision-making roles in public and organizational environments. They will assess their liberal arts education as providing them with life-long, life-fulfilling ends as well as importance to high employability. Faculty will be more capable of cross disciplinary applications in public policy decision-making, both professionally and in teaching. Better university planning and programming will be achieved through evaluation and action-research of curricular and administrative structures.

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Parkersburg Community College
Parkersburg, West Virginia

For some time now the field of postsecondary education has witnessed a revolution of change involving open centers and laboratories where students may drop in for individual attention and instruction. Besides such changes as allowing a student to go at his own pace and adapting course content to a student's individual manner of learning, traditional time frames and rigidly fixed lecture hours have been abandoned. Students are allowed to pick from large blocks of instructional time.

This last point in particular has benefited the working student who has had to accomodate a full time job schedule with an on-campus instructional schedule. The problem remains, however, that many industrial employees on shift work are not able to attend college. Even with large blocks of time, the actual availability of the instructor is still limited to only certain period of the day. Yet the average plant worker may find his shift changing periodically so that he cannot count on consistency of attendance. Parkersburg Community College is addressing itself to the problem by going that one logical step further - taking the campus to the worker himself, to the plant site itself.

Moreover, this effort on the part of PCC, has opened the door for even a further contribution than simply making instruction available in unusual combinations. It has made possible the adaptation of existing course work and the designing of altogether new course work (if needed), so that education can fit actual work needs with infinitely better results. Opening a campus, so to speak, on the actual premises of an industrial plant and working solely with the employees of that plant, has made possible an immediacy and a genuineness of articulation between "work demands" and "educational course work" that was not possible before. The result is an industrial-campus (called Ind-Camp, for short), that has brought industry and college together in a partnership of effort not realized before.

Now in its second year the project serves 150 employees in six businesses and industries. Efforts are underway to further refine this flexible program to serve employees in other work settings.

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**Piedmont Technical College
Greenwood, South Carolina**

The responsibilities of a general education division at a two-year technical college tend to be ambiguous and uneasy. Do students need the same general education skills in their technical, career-related coursework and in their later personal and working lives, or do they need different skills? What are those general skills? Speaking? Math? Reading? Problem-solving? Getting along with others? How much general education is enough? How much can be squeezed into a compressed two-year curriculum which focuses on technical skills? These questions, and others, have led Piedmont Technical College into actively experimenting with competency-based general education within a two-year FIPSE grant.

A seven-person task force has explored many existing competency programs, much literature on learning and curriculum, endless questions of educational purpose and administrative feasibility, the opinions of some 1200 citizens in Tech's seven-county region, and over a dozen designs for competency delivery. They have created a way to teach two types of process skills which seem to underlie success both in technical courses and in later life: communicating, and reasoning. Both are being fully tested with some 100 first-year students of three volunteer programs (electronics engineering technology, human services, and engineering graphics technology).

The reasoning competency reinforces relatively simple, generalizable skills. Students learn five core skills (e.g. "Using Evidence"), and then use them constantly for two or more quarters. They learn to use them effectively in as diverse as consumer economics, career decision-making, interpersonal relations, and their technical coursework (e.g. trouble-shooting, electronic circuits). They also learn that: there is more than one good way to solve most problems: several solutions are often equally correct: and consciously knowing how they reason (and that they reason) helps them control their lives.

The communications competency focuses on the full range of information-related tasks applicable to jobs, to technical courses, and to personal success. The activities and objectives are based on an in-depth analysis of specific tasks required by employers, used by paractitioners, and emphasized in the technical courses, and use materials specifically drawn from these environments. The students sequentially master speaking, reading, listening, and writing skills as a total interrelated process rather than as separate activities.

This project will hopefully result both in proven curricular designs and materials and in useful evaluation and research information. All Tech's students need basic communications and reasoning skills, and can hopefully receive them efficiently and reliably as a result of this pilot effort. Also, the curricular design and information should be of value to other institutions (especially technical colleges) who face the same kinds of needs and questions which Piedmont TEC is attempting to address through this grant.

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University of Puerto Rico
Río Piedras, Puerto Rico

The University of Puerto Rico, struggling to maintain its standards in the face of a constant or decreasing budget and soaring enrollments, faces some unique difficulties. It is responsible for educating the majority of the island's graduates, who come from relatively low-income homes and who enter UPR with marked deficiencies, particularly in mathematics and English. Courses in Natural Sciences at the Río Piedras campus are given almost entirely in Spanish, but since very few innovative texts have been translated into Spanish, English textbooks are normally used.

The project, which is now in its second year, is designed to confront several related problems in the General Chemistry course. The most serious problem is the very high rate of attrition from the course. Also, about 90% of the students in the course strongly prefer instruction in Spanish and many object to the use of written materials and text in English. A small number, however, are similarly handicapped in Spanish. Finally, the faculty feels that the students at the University of Puerto Rico demonstrate a particularly strong need for maximum personal contact with their professors.

During the first year of the project, auto-tutorial materials were written for the course. All these were in a bilingual format. Revision and addition to these is in progress. Consultation with members of the English department is under way to improve the effectiveness of the bilingual approach. A Personalized System of Instruction (PSI), which uses computer generated repeatable tests, was used for a few sections in the first year and is now being used for nearly a third of the course. The prompt diagnosis of deficiencies and the contact with the instructor in a PSI section permit the provision of remedial help before too much of the course has gone by.

The content and format of the laboratory portion of the course are being changed. New experiments and descriptions are being developed in an effort to teach the students to really observe and to relate the observations to the theory they already know. The use of audio-visual pre-laboratory instruction permits the instructor to spend more of the laboratory period helping and challenging the students. All of the laboratory materials are being written in Spanish with keyword translation into English.

It is anticipated that the bilingual PSI course may serve as a model for other departments at UPR and on other campuses on the island. Attendance at a workshop on PSI sponsored by the project shows considerable interest and enthusiasm. Bilingual materials are being shared with other departments of chemistry. Of even broader possible impact is the general question which is being addressed in this project: is the type of bilingual methodology used in this project an effective solution to the problem of producing scientists and technicians with a bilingual competence?

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**Regional Learning Service of Central New York
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Clients of brokering agencies around the country frequently find policies and practices of colleges and universities arcane and disheartening. The Regional Learning Service (RLS) knows from experience that adults wishing to pursue postsecondary education continue to encounter barriers that are difficult to overcome. The list is familiar: it includes issues of admission, financial aid, curriculum, registration, class scheduling, credit for prior learning, faculty advisement, teaching styles and institutional environment. RLS is also aware that responsive people in colleges and universities in Central New York have difficulty knowing how to proceed to remove existing barriers. For them, as well as for adult learners, the pace of institutional change is frustratingly slow. During the past year, officials at two local institutions have sought RLS assistance in accelerating that pace. From experiences shared by RLS as an advocate and the institutions as respondents, there has developed a relationship which now makes it desirable and appropriate for RLS to become a facilitator of institutional efforts to address the needs and interests of adult learners.

In 1977-78, RLS is engaging with Syracuse University and Onondaga Community College in a collaborative effort for institutional change. With support from the Fund, it is testing how a brokering agency can enter into a consultant-client relationship with an institution to become an advocate for all learners. The year-long project is in two phases. Phase I activities include: (a) the creation of task forces comprised of administrators, faculty members, RLS staff and RLS clients; (b) the identification and promotion of existing opportunities for adult learners in each institution; (c) a telephone survey of RLS clients who have enrolled or considered enrollment in the two institutions, and (d) the identification of the most critical barriers confronting adult learners at these institutions. Plans for Phase II include: (a) the design of strategies to overcome barriers and (b) the development of a policy statement for evaluation of credit for prior learning. Exchange between the two cooperating institutions is an on-going feature of the project. A chronological record documents the successes and failures of the change process.

It is expected that the project will benefit adult learners in the greater Syracuse area by smoothing their path to main campus programs, by increasing their opportunities to package a variety of traditional and non-traditional postsecondary options and by encouraging their use of available options. For the institutions, there will be progress towards the goal of better serving adult students and greater articulation between the programs of a two-year public college and a four-year private university. The production and dissemination of a report in a case study format will give other educational institutions and brokering agencies an opportunity to profit from this new advocacy on behalf of adult learners.

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**Rockland Community College
Suffern, New York**

The development of a College of Public Service at Rockland Community College has been prompted by the dichotomy between liberal arts and career education affecting higher education. Since the ferment of the 60's, and especially with the advent of a recessive economy, students have become increasingly concerned with job opportunities and have chosen courses of study they consider "realistic" and career-oriented. The interest in, and therefore the impact of the liberal arts has declined. A new impetus for involvement is also necessary for a student population that has become disenchanted with government and public service. In addition, a new avenue of communication is needed to remedy the lack of cooperation between the college and the community.

A small team of faculty and staff are preparing model degree programs in the Applied Social Sciences and Humanities. Students in career programs who have taken required liberal arts courses, and liberal arts students who have been employed for a semester have been unable to synthesize their experiences. As an alternative, they will be offered individualized practicums which relate to the liberal arts curriculum. Experiences in the field will become learning opportunities for the applied Social Sciences and Humanities, as students apply math to their work on a highway engineering project, or English in a county communications agency. Participation in community affairs will be an integral part of the learning experience and films and television will be utilized in addition to traditional methods of instruction. By using practitioner-mentors from the government, social service and corporate sectors of the community, the college will take advantage of previously untapped resources, decreasing the college's cost instruction.

The team is currently assessing the needs of the students and the community and identifying and enlisting community services. Possibilities are being explored among the elected officials of the five towns and county and state legislatures, the judicial system, the school and library districts, and various county and voluntary public service agencies in field including health, transportation and consumerism. A pilot group of ten students will begin the program in the Spring.

The goal of the college is to establish a research center which will be a focus for an alliance between the college and the community in planning for their mutual future. The faculty, students, and facilities will be available to support research and planning, and provide a forum for ongoing dialogue and interaction. Students will acquire both a well-rounded liberal arts education and the practical experience necessary to find jobs in public service. Those already employed in public service can further their education and gain new insights into their roles. The research center will become a vital resource for the community.

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St. Edward's University
College Assistance Migrant Program
Austin, Texas

The plight of migrant farmworkers has been well documented in recent years. Hard work, intermittent employment, meager wages, poor living conditions, inadequate schooling, alienation from the American mainstream are but some of the problems that beset them. Together, these problems form a self-perpetuating cycle, for with poor education and lack of skill development, there is little chance for the children of migrant farmworkers to improve their economic status or to move out of the migrant trek.

One of the most effective efforts to eliminate this problem has been CAMP, the College Assistance Migrant Program, established by the Department of Labor. Its goal is to provide young migrant farmworkers with an opportunity to obtain a postsecondary education as a means of acquiring credentials that would enable them to enter a more productive and rewarding economy. The program is designed to provide full financial aid, academic support and personal assistance for the first year of college for the eligible student.

The St. Edward's CAMP program was a participant in the Fund's National Project II, Alternatives to the Revolving Door. St. Edward's evaluated all four CAMP programs: San Diego State University; Pan American University, Edinburg, Texas; Adams State College, Alamosa, Colorado; in addition to St. Edward's. Because the goals of these four programs were similar, St. Edward's was able to do an overview of program implementation; analysis revealed a retention rate of 90%. Virtually none of the graduates have returned to migrant field work.

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Saint Mary's College is a church-related, traditionally liberal arts college with an enrollment of approximately 1200 located in Winona, Minnesota, a city of 26,000 people. It is one of three colleges which with the large Winona Area Vocational Institute serves the needs of a population with a pronounced industrial base. The Employee Learning Program has a two-fold purpose: (1) to explore the involvement and subsequent change of faculty and institution in working with a totally new learning clientele; and (2) to explore the response of the working populace of the city to new learning opportunities, assessing as well cost-consequence to college, industry and clientele in the possible continuance of such a venture without additional funding.

In 1976-77 the program initiated research and development activities toward assessing faculty attitude and encouraging involvement, exploring clientele, disseminating information regarding the program, undertaking pilot courses for adult workers, and enlisting industry participation in the ongoing program. Thirteen learning packages were presented to approximately 200 adult learners. These offerings involved a variety of instructional modes, sites and time frames. Simultaneously extensive consultation progressed with industry management, unions and related educational agencies.

Normally adult workers seek additional education for personal growth, basic skills or job up-grading, or for increased social interaction - or for combinations of these. The intent of the Employee Learning Program is to concentrate its learning offerings in the area of humanistic experiences and life-coping skills.

Activities will include intensive faculty research on attitudes, increased offerings to learning clientele, specific assessment, counseling and instructional opportunities to selected cooperating industries, and publication of a series of generic monographs describing the developing model of private college-adult worker involvement. The paramount objective is assessment and documentation of institutional and faculty change toward defining a model applicable to comparable institutions.

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Saint Olaf College
Northfield, Minnesota

St. Olaf College is a church-related liberal arts college with an enrollment of 2881 students. Although the admissions standards result in a somewhat selective student body and the students may appear to be a relatively homogeneous group, in fact, there is great diversity amongst them. One basic problem for colleges like St. Olaf is how to respond to an expanding range of student learning desires, styles, and capabilities with existing faculty, with the financial constraints of a slow-growth budget, and yet remain faithful to the traditional strengths of private liberal arts institutions, which include a more personalized approach to education, involving close student-faculty interaction. It is difficult for a college the size of St. Olaf to meet the diverse needs of the students while continuing to teach most classes within the format of a tight unyielding schedule set to match the ability of the average student. Many students thrown into this common mold stand a good chance to become either frustrated or bored.

To meet this need St. Olaf is developing an alternative curricular structure, Schedule-Free Learning. Schedule-Free Learning is achieved by offering courses which are modular, self-paced and free from the time frame of the normal term system. This means that courses are started at numerous times or perhaps even at any time during the school year, and a one, two, or even three-semester sequence may be continued until the normal volume of work has been completed.

By the end of the school year the program will have supported the development of about 30 courses offered by the Departments of Biology, Chemistry, Economics, English, German, Mathematics, Music, Philosophy, Physics, Religion, Russian, and Sociology. The program enjoys wide ranging support and interest from the faculty, the administration and the student body.

Schedule-Free Learning will be of value to both the high ability student and the student with a poor background in specific areas who discovers an individual learning tempo and works closely with a single faculty member and student tutor. Schedule-Free Learning will be important to faculty as they receive time and opportunity to explore both revisions of existing courses and development of new courses taking advantage of the multitude of educational technologies and programmed texts which have surfaced in recent years. It will also allow a more effective and creative use of faculty time and talents to meet new academic needs with new academic tools without depersonalizing education. Schedule-Free Learning will benefit the college as a whole as it creates educational options for new students of all ages and backgrounds and as it permits greater schedule flexibility in cooperating with nearby colleges and high schools. A structure for students unable to operate within the normal frame of a semester will enhance the total program of the college as it encourages planning for year-round programs and continuing education opportunities.

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San Diego City College
San Diego, California

In the past fifteen years, a new group of learners has come to American colleges expecting to take advantage of opportunities for a higher education. This student, typically older, poorer, job-oriented, culturally different, and often physically handicapped, has found traditional modes of instruction inadequate for his learning style. As an Open Door urban community college serving a multi-cultural student body and community, San Diego City College reorganized its Independent Learning Center in August 1976, to accommodate the non-traditional learner. However, to maximize these efforts, a fiscal realistic and a more holistic approach to student survival is needed.

To address this problem, the Independent Learning Center proposes a program to insure transfer of learning skills to college courses. This system does not penalize students, as remedial courses often do; is not too expensive, as tutoring programs often are; is not removed from students' actual course work, as learning skills instruction often is and does not ignore students' affective domain, as individualized self-instruction often does. This learning assistance system is based on trained student tutors working with City College instructors. They audit all sections of basic chemistry, economics, mathematics, and psychology classes, taking notes, taping and video-taping key lectures, and interviewing instructors about key assignments. In addition, the trained student tutors, or paraprofessionals, evaluate, select, and modify commercial learning materials available in the course subject matter. Although the paraprofessionals and their expertise are available to San Diego City College students during Fall and Spring Semester, the thrust of the project is the preparation of individual learning skills packets to supplement basic chemistry, mathematics, economics, and psychology courses whenever and wherever they are offered.

The paraprofessionals use parts of commercial products and their class experience, including interviews with instructors and students enrolled in chemistry, mathematics, economics, and psychology courses, when they assemble the learning skills packets. These learning skills packets include information and activities for learning specific course material more effectively and efficiently. They are designed for individual students to work on at their own speed and include a variety of multi-media formats to match different students' learning styles. During the academic year, instructors will be invited to a workshop introducing them to available multi-media production equipment, to samples of locally prepared learning materials, and to the learning skills packets prepared to supplement their courses. An outside evaluator will visit in the summer when the new materials are being tested by students.

At the end of the project, students enrolled in the target courses are expected to show an increase in grade point averages and a decrease in attrition over students previously enrolled in these courses. Students are also expected to demonstrate application of learning skills to their course work. Less specific outcomes include expectations that students will report increased confidence about their classes; that instructors will report their time in class is spent more efficiently, and they can use information on learning differences and individualized instruction; and that other colleges will request copies of the learning skills packets.

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University of San Francisco
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There are many areas of postsecondary instruction that require a non-traditional approach to the delivery of the necessary curriculum. One of those areas is the training of small business persons in the necessary management skills they need in order to succeed. Traditional instruction can provide these skills, but it is only available if the small business person is able to regularly reach the place where the instruction is given. This is often not possible because the nature of the small business person's enterprise places great demands on time and makes scheduling time away from work on a regular basis impossible. A curriculum delivery system for this population should take full advantage of the current capabilities of technology to provide easily available instructions so that those in need of the instruction can receive it on their time schedule and at their pace.

To meet the need for an open-entrance/open-exit training program, this project has developed a series of approximately thirty modules which combine Computer Assisted Instruction with Video Cassette presentation of material at sites easily accessed by the small business person (two secondary schools). The project is producing video cassettes of College of Business Faculty, successful small business persons and business consultants. With each video discussion, a computer administered exercise is being developed which reinforces the points covered during the video discussion and provides a tool for the business person's later use. The project has designed the text and video cassette material to be used alone. The computerized material does, however, add extremely important dimensions of pacing, performance monitoring and active interaction to the curriculum. The transportability of this material has been increased by developing it in a widely available computer language and on a system already in widespread use in educational institutions. Small business persons are being recruited from a variety of sources and are providing the data necessary for the final evaluation of the effectiveness of the project and materials.

The final project seeks the following: 1) to test and evaluate the combination of CAI and ETV in delivering the curriculum; and 2) to test and evaluate a modular curriculum for management training of small business persons. The following are the specific outcomes sought by the project: 1) an effective, modular curriculum to train small business persons which can be implemented at little cost in any location; and 2) a model for delivering curriculum which can be adapted to many areas where training personnel is needed and must be scheduled according to the availability of business persons rather than according to the availability of instructors.

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Seattle University
Matteo Ricci College
Seattle, Washington

In 1974, Seattle University (enrollment: 3500) and Seattle Preparatory School established Matteo Ricci College as their response to a need for (1) secondary and postsecondary schools to create more cooperative, effective programs; (2) new curricula which integrate traditional insights and bodies of knowledge with the student's holistic personal development; (3) institutional climates and mechanisms which bring university-level faculty to learn new instructional methods and assume new educational roles.

Matteo Ricci College is a coeducational, fully coordinated and integrated six year program, beginning with the traditional freshman year of secondary school. The first three years (Form I) occur on the Seattle Preparatory campus; Form I enrollment for 1977-78 is 520. This Fall, students began the second half (Form II) of the program on the Seattle University campus. Seattle University will grant its baccalaureate degree to Matteo Ricci College graduates.

A major goal of the University faculty is the completion of the Form II curriculum. This curriculum is fully coordinated with the Form I curriculum; it emphasizes the kind of interdisciplinary studies which recognize that the integrating principle at the root of all knowledge is to be found in neither a single discipline nor all disciplines taken together, but in that valuing activity, the self, which is the true subject of education; and it brings new direction to traditional disciplinary and professional programs which answer the student's legitimatedesire to specialize and prepare vocationally.

This second Project year, eighteen faculty are team-teaching eight new courses to Form II students. An additional twenty faculty will be pilot-teaching eleven new interdisciplinary courses which will be available to Form II students in 1978-79. These pilot teaching activities, plus our training workshops, will substantially increase the number of University faculty involved, a major objective of the project. This year, too, a new academic advising system will be implemented, as well as a new peer-led student life program designed to teach "college survival" skills.

Among the many transferable elements of the Matteo Ricci College model are: the structural integration of the secondary and postsecondary experiences, resulting in a time-shortened baccalaureate degree and the increased cost-effectiveness to students and taxpayers; the experience of a concrete means of changing the attitudes and practices of faculty within an existing four year university; and most important, a carefully evaluated curriculum which brings renewed focus to the individual as imaginative and moral inventor of the future.

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**Siena Heights College
Adrian, Michigan**

Siena Heights College is in the second year of a three-year project, "Up Against the Eighties," designed to integrate institutional, instructional and personal development. The project deals with the development needs of a small college in these three areas, taking precautions to maintain the intellectual vitality and fiscal viability of the college as a learning community.

Like many small private colleges with little or no endowment, Siena is trying to cope with institutional factors which, if left unattended, can be obstacles to its effectiveness as an institution of higher learning: 1) A large number of adjunct faculty employed both to enrich its academic programs and to keep the expanding personnel costs at a manageable level. and 2) Personal development needs of the faculty which frequently are not in concert with the institutional goals and missions of the college.

The first year of the project was primarily a research and development year. The major activities related to needs assessment and the development of projects to interface the adjunct faculty group with the rest of the college community and to acquaint the various constituencies of the college with principles from the behavioral sciences which can be employed to improve organizational effectiveness. The second year of the project continues these activities and adds 1) a seminar for Siena faculty dealing with the principles of organizational development; 2) a faculty exchange program with six institutions characterized by one or more efforts of educational innovation; 3) a program in which visiting graduate students will teach and participate with full-time faculty in experience aimed at developing capacities in teaching; 4) a program in which the college will jointly hire with community organizations faculty resource persons; and 5) expand the part-time faculty institute aimed at enabling the part-time faculty to group the essential principles of educational psychology, to explore some philosophies of teaching, and to provide some practical hints as to teaching techniques.

The project seeks to produce a model for small colleges to create a flexible organization for both influencing and coping with changing requirements in higher education. As a result of the project, specific professional development activities will be a matter of contractual obligation for the Siena faculty; faculty development opportunities of the immediate region will be catalogued; all adjunct faculty will be more effective college teachers and feel a greater commitment to higher education and the mission and goals of Siena; and there will be a greater sense of community among all the Siena personnel and a consensus about institutional priorities.

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Society for Values in Higher Education
New Haven, Connecticut

The Project on Institutional Renewal Through the Improvement of Teaching seeks to facilitate the improvement of teaching among faculty members within the 16 participating colleges and universities. It seeks to help faculty members become more conscious about their teaching and relationships with students, surmount the usual disciplinary barriers so they can learn from their colleagues in other fields, and more purposefully direct their own career development. It also assists institutions to devise programs that facilitate the professional development of faculty members, make the educational climate conducive to teaching excellence, and stimulate institutional renewal.

Each institution designates a team consisting of five faculty members from different departments, an administrator, and a student to work toward some significant change at that school. During the first year the team assesses the strengths and weaknesses of the institution and prepares a specific plan for some significant institutional change. Subsequently the team expands in size and implements the plan.

Eight institutions from the Southwest started their work in the fall of 1975. They are: Auburn University; Bethany College; Fisk University; Jackson State University; Memphis State University; Old Dominion University; University of Richmond; and University of Southern Mississippi. An additional eight institutions from the Midwest were selected from applicants in the spring of 1976: Ball State University; Loyola University - Chicago; Otterbein College; St. Mary's College - Notre Dame; Sangamon State University; University of Evansville; University of Wisconsin - Parkside; and Western Illinois University. Each institution is encouraged to devise programs that are custom-made for its own context. Although there is considerable diversity among the schools, as a group they are incorporating the range of approaches that are appearing under the general rubric of "faculty development". They include: establishing university-wide teaching improvement centers and programs; devising innovative educational programs in which faculty are expected to play new instructional roles; preparing faculty evaluation procedures that incorporate follow-up improvement components; facilitating the work of formal committees dealing with the areas of curriculum, interdisciplinary study, and faculty development; providing greater integration in the core curriculum; personalizing student/faculty relationships; teaching values to students; and improving faculty advising skills.

The mid-course assessment, consisting of personal interviews with 221 team members, administrators, and faculty members, indicates the nature of the benefits that are emanating from this Project. Institutional changes include creating climates more conducive to teaching excellence, providing additional resources, structures and staff for aiding the improvement of instruction, and increasing vitality in the portions of the institution that are touched by the programs. Individuals are benefitting by becoming more aware of their own teaching, acquiring new instructional skills and methodologies, enriching relationships with their students and colleagues, and finding personal renewal. The final year of work will seek to institutionalize the programs, to extend the benefits more widely and to deepen their impact on individuals and institutions.

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South Oklahoma City Junior College
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Urban sprawl in large metropolitan areas has made it increasingly difficult to provide adult education opportunities that are accessible to all segments of the population. The absence of adequate transportation systems and the inhibitions of many unserved and underserved population groups to entering unfamiliar territories where services are available continue to compound the problems. Stabilizing and even declining revenues of educational agencies make it all the more difficult to utilize traditional service approaches in the expansion of adult education services. Oklahoma City is one of the largest cities in the nation without a systematic program of low-cost, accessible life-long learning. Both the Oklahoma County Libraries System (OCLS) and South Oklahoma City Junior College (SOCJC) have independently indicated a desire to expand programs and services for underserved people including functional literacy reading programs, cultural heritage programs, programs on health maintenance and adult basic education.

The OASES Project is the joint effort of both organizations to offer more comprehensive continuing education opportunities through a cost-effective partnership which takes advantage of some previously successful adult education programs, combined administration, and existing physical facilities.

The first year of the OASES Project saw the operationalization of the prototype OASES Center in a branch library outfitted as a satellite adult education center. The academic and non-academic programs designed for the immediate target population consisting primarily of Mexican-Americans, Native-Americans, and Older Americans attracted over 2,000 participants. Studies of cost-effectiveness that focus on cost to both consumers and providers were conducted and a preliminary model of cooperation was created which identifies those programs and services most successful in serving people and that can be economically replicated.

This second year of the two-year FIPSE grant is giving the OASES Project an opportunity to institutionalize the program while testing the model of inter-institutional cooperation by planning for replication into other areas of the city. This second year is also expanding the academic and financial aids counseling and information and referral into further outreach locations (i.e., all the county libraries). Increased emphasis is being placed on programming to maintain the high percentages of Mexican-Americans, Native-Americans, and Older Americans involved by continued intensive community outreach efforts. The OASES Project anticipates an eventual operational cost less than that of existing single institutions and expects to extend more relevant adult education opportunities to previously underserved populations through extensive community outreach and involvement.

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Over the past decade universities and colleges have launched numerous programs designed to: (1) reformulate undergraduate education; and (2) better serve their communities. These efforts have led to the proliferation of small scattered, uncoordinated and often shortlived and expensive projects which seldom yielded maximum benefits to the community. Many "service" programs were entirely student run or operated by special institutes and separate from the normal business of academic departments, many of which neither benefited from nor contributed to the institution's urban mission.

USC's Joint Educational Project was started in 1972 in an attempt to find a more effective and economical way to maximize assistance to the low income, minority community through educational programs. JEP has formed an enduring partnership between the university and nearby schools. Each semester over 1,100 students from 28 departments receive credit for field assignments in schools as part of regular course work. They team teach mini-courses; serve as tutors and Pals to children needing special attention; aid teachers, nurses, counselors; work with parents and pre-schoolers; and also develop and test new programs such as the Dental Hygiene Department's Tooth Tutoring Project.

Because JEP has the confidence of the community schools and parents, it can use that base from which to bring about changes within the university. The three-year project to integrate experiential education into academic course-work focuses on two areas of study--on the Spanish Department, and on courses related to health professions. Spanish language students (from many major fields of study) combine the learning of language skills with practice in the Spanish-speaking community directly related to career or other personal interests. Departmental curriculum is being augmented by "mini-lectures" which concern skills and vocabulary needed to work in the community. The health component is interdisciplinary (and often also bilingual), involving pre-health-profession students from courses in psychology, speech communication, physical education, sociology, and other departments.

Program outcomes will include materials used in the community and in the university classrooms, as well as guides to the way the curriculum changes were made. This second year of the project will see a substantial increase in health education activities with children and adults in the community, a second trial of revised curriculum in Spanish, and new community-work courses for pre-health-profession students (such as "Speech Communication for Pre-Meds" which will include JEP volunteer work). All new work continues in the pattern of identifying community needs, matching them with university resources, and providing practical educational experience for students.

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One goal of every educational institution is to prepare students for the future. Such preparation implies long-term retention of important competencies as well as integration of knowledge and ability to apply important competencies. However, careful examination of institutional organization, from the perspective of how learning occurs, suggests that most institutions of higher learning are not organized in a manner conducive to achieving these goals. For example, in competency-based curricula, certification that students have mastered a competency means only that they have demonstrated the competency immediately after completing instruction. Whether students still possess that competency after they have graduated and are called upon to apply their education remains unknown.

In a two-year project with a planned completion date of August 31, 1978, Southern Illinois University School of Medicine is addressing this problem by overlaying the existing three-year curriculum with a competency-maintenance strategy. This strategy achieves three goals: a) it identifies as cumulative objectives those competencies for which retention, integration and application are of critical importance; b) it builds into the curriculum a series of instructional activities which aid retention by stimulating student rehearsal of critical competencies; and c) it requires students to demonstrate maintenance, integration and application of those critical competencies as a condition for promotion. All School of Medicine teaching faculty are participants in this project affecting the learning experiences of all SIU medical students. Current enrollment is approximately 75 students per class.

The competency maintenance strategy is organized around cumulative objectives representing essential competencies which medical students should retain. Students confront cumulative objectives in two ways. First, cumulative objectives are placed in preexisting learning modules to provide students with practice on essential competencies, feedback on their performance and opportunities for remedial instruction when necessary. Cumulative objectives are also combined into cumulative modules to be completed by students at the completion of instructional blocks (approximately equal to courses) and sequences (approximately equal to one year of instruction). Students demonstrate maintenance of essential competencies by completing the activities described in the cumulative module. Sequence cumulative modules ensure that students integrate competencies across subject areas as well as within them. Furthermore, students are required to integrate maintenance competencies from early sequences with those from later ones. If a student fails to demonstrate a maintenance competency in a cumulative module, he/she must complete necessary remedial instruction.

This modification in the curriculum will provide the following benefits in addition to those already mentioned: a) instructional goals will be validated against real world demands placed on graduates; b) students will receive an overview of major curricular goals, a feature which should aid learning; c) faculty will be assisted in identifying and teaching toward major block and sequence goals; d) a systematic basis for designing comprehensive examinations will be provided; and e) deficiencies in student retention and integration will be highlighted, providing a sound basis for making curriculum modifications.

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Federal, state, and municipal monies as well as fiscal resources in business and industry have long been allocated to meet the postsecondary educational needs of their constituencies and employees. Formal training programs of various length and sophistication have operated effectively with comparatively little recognition and, especially, credit transferral to institutions of higher education. Since we live in an increasingly credentialized society, this denial of the imprimatur for such programs must be recognized and redressed.

The social implications of such a goal can be understood when it is realized that a considerable number of Americans are either slowed, delayed, or thwarted in their professional advancement - despite proven skills and competencies - because they lack a postsecondary degree. Others have received little incentive to pursue formal higher education because they expect a repetition of content and skills mastered previously but not recognized or credited by degree-granting institutions.

This situation prompted our project - now in its second year - to address the problem by devising a model to recognize, evaluate, and translate into transferrable academic credit programs offered outside the formal postsecondary educational mainstream.

This project at Southern Illinois University, through its School of Technical Careers, tested this model with an agency involved in formal postsecondary level education. More specifically, the Manpower Skills Center - which offers training for CETA clients - was evaluated in terms of equivalency to postsecondary offerings. This was accomplished by having teams of experts in each of three curriculum areas make on-site visits to the agency to examine curricula, texts, equipment, objectives, evaluation methods and skills attained by students. Where possible, courses and credit equivalencies were established and appropriate credit recommendations made.

During the second year, the project will both broaden and deepen in scope. Using our modified model, in-house training and education programs of other agencies will be assessed (e.g., Illinois Department of Transportation). Again, the method of evaluation will be the on-site visit of three person evaluation teams, with an in-depth examination of the training/education program leading to a credit recommendation. Recommendations for all courses from all agencies will be published in a guide which will be distributed to postsecondary institutions in Illinois. In addition, during this second project year, postsecondary institutions in proximity to the agencies with programs being evaluated will be contacted and the project explained, thus reducing problems for the student wishing to receive advance credits for his previous agency education.

It is expected that such an endeavor will expand in the next few years to include education and training from not only agencies but also business and industry. Such evaluations will give incentive to participants in these programs within agencies, business and industry to pursue credentials at educational institutions, yet without repetition of content and skills mastered previously within the noncollegiate setting.

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Traditional, formal MBA curricula have graduated students who are knowledgeable and proficient in analyzing theoretical problems, but lack practical experience and skill with identification of real problems, planning actions to solve them, and implementation of these plans. Concurrently, there has been growing evidence of increasing variety in individual student needs and in their preferences and styles for learning effectively. In an attempt to affect the direction of traditional Business Administration degree programs, the School has sought to individualize learning programs by providing a wide range of learning methods and to place increased emphasis on learning from practical experience.

The School has a history of using the action learning model, offering individual projects, simulation games, internships, and special courses for several years. Beginning two years ago, this project undertook to expand the emphasis on action learning by developing an experimental, total MBA program designed to employ experience-based learning methods. This program was conducted for 24 students during 1976-77, and these students are now completing their MBA degrees. Extensive research data has been gathered to extend the understanding of this learning process and to evaluate the program's effectiveness. An interim progress report is available at printing cost.

The School seeks to accomplish four major outcomes through this project: 1) to demonstrate the potential for successfully conducting an entire MBA program designed around experience-based learning methods; 2) to develop a more operational understanding of the experiential learning process, including sources of variability among students; 3) to develop a written set of simple methods for designing, conducting, and evaluating experiential learning systems; and 4) to develop guidelines and methods for considering individual learning style measures in academic and career counseling.

Now in the third and last year of funding, the project will shift its emphasis from conducting the program and data gathering to extensive data analysis and preparation of reports for dissemination of findings. Plans for dissemination include publishing several papers, preparation of an integrated final report, and conduct of a national conference on programmatic implementation of experience-based learning methods in the spring of 1978. Consultative assistance to other institutions interested in introducing or expanding their use of action learning programs is also planned.

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The Education Almanac for 1976 reported an **overriding concern for the unique problems** in the educating of disadvantaged students: "Not only have many language...(deficient) students been subjected to segregated education, low teacher expectations, cultural incompatibility with dominant culture oriented curricula, and the educational neglect experienced by minority children in general, many also face a unique and equally severe form of discrimination which results from lack of proficiency in the language of instruction." By "language instruction" in America we mean Standard English. Effective Standard English skills would dramatically improve teacher expectations, eliminate curricular incompatibility, and make educational neglect impossible. Standard English skill is basic to instruction at any level.

At the University of Southern Mississippi special attempts to reach out among disadvantaged students have been severely inhibited by incompetencies in Standard English. Even those culturally disadvantaged students who have developed writing skills, generate low teacher expectations and do poorly because they do not have effective oral language skills. Other universities that have been surveyed report similar problems where similar conditions and student populations exist.

The language skill development project is examining the effect of concentrated language skill training on a group of marginal college admission students. The project is giving six months work and twenty-four semester hours credit to making twenty-five students able to present themselves and their work with college level competency. Programs of sentence combining, pattern practice, oral diction drill, Reader's theatre, and human relations training as well as some traditional writing, reading, listening, and speaking improvement techniques are being condensed into a concentrated six months devoted to preparing these students with all the communication skills relevant to college success.

The students in the research sample have been matched to a control group sample in the regular student population to which they are being compared before and after the program and throughout their college careers.

We expect to seek enlargement of this project to three times its present size next year. By the third year of operation, assuming good results in the pilot, language skill development preparatory to college work should be available to any student who wants or needs it. We are especially excited about our ability to improve the educational and career success potential of linguistically disadvantaged students who are capable of doing college work.

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All colleges and universities evaluate their faculty members, formally or informally, as a basis for making personnel decisions and/or identifying areas needing improvement. A survey of colleges and universities in fourteen Southern states and case studies at representative institutions have shown that current practices in faculty evaluation often are carried out in an unsystematic manner and frequently lack credibility with faculty. Seldom is a connection made between evaluation and improvement of faculty, especially in the area of instruction. The Southern Regional Education Board (SREB), as a public interstate agency providing research and information services to a fourteen-state region, conducts a variety of action programs and projects relating to colleges in the South. In response to institutional and governmental concern over the need for improving faculty evaluation, and based on SREB's interest in more effective evaluation as a means of improving programs, personnel, and instruction, this project is assisting some thirty institutions to plan, design, and implement more systematic, comprehensive and equitable faculty evaluation procedures.

A publication describing the findings of the regional study and discussing a number of approaches to faculty evaluation has been distributed to all institutions in the region. During this first year of the two-year project, regional conferences are being used to disseminate recent findings and recommendations and for stimulating broader interest and concern on the topic. The thirty participating institutions are being selected from letters of application and will represent different types of institutions with varied needs for evaluation programs. Each institution is designating a team of four from its faculty and administration to guide the development of new approaches to evaluation. The teams will attend planning workshops where they will be assisted to examine their current evaluation systems, and design new or revised procedures suitable to the needs of each particular campus. Between two such workshops during this first year, the project will provide each team with campus-based consultation and planning assistance. A three-member evaluation team is assisting in the overall assessment of the project and its activities, as well as looking at impacts on the campuses involved.

By the end of the second year, it is expected that most of the thirty schools will have implemented new procedures for evaluating faculty on their campuses, reflecting a more balanced approach for making personnel decisions and for stimulating faculty improvement. Although the greatest impact will be felt by the participating schools, the new knowledge generated about exemplary evaluation systems will be made available throughout the region and nation. The underlying assumption of the project is that improved evaluation leads to improved faculty and instruction, which results in better student learning.

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Many students go through their higher education failing to connect their learning with their personal lives or with the needs of the society around them. Faculty in programs that have a strong professional-academic identity are discouraged from applying their talents to current local social problems because applied research is usually seen by their colleagues as less worthy than abstract or theoretical research. Individuals and agencies outside of the University that could fruitfully avail themselves of the talents within the University find academic doors closed to them. People within the University and outside it who are most highly motivated to bring applied research to bear on present social concerns find that their individual efforts are often not enough.

Stanford University's Action Research Liaison Office (ARLO) started several years ago as a student run organization linking the teaching and learning within the University to the needs of organized groups and agencies in the surrounding region. Concretely, ARLO helps community action organizations and social service agencies develop research projects of policy formulation, data analysis, or program evaluation required to fulfill their goals; ARLO identifies faculty who supervise the research in conjunction with their teaching and ARLO seeks students to execute the research as part of their coursework or as independent study. As a result, faculty, students and community agencies work together to solve problems in areas such as criminal justice, education, alcoholism, mental health, conservation, alternative energy sources, minority rights, and transportation while enhancing the quality and diversity of education at Stanford.

The renewed grant from the Fund for 1977-78 approximately matches new financial support from Stanford University permitting transition to the situation where equal funding will be provided by University and community sources. Goals to be further realized are that: (1) a significant majority of faculty teaching courses which lend themselves to applied action-oriented research will encourage students enrolling in those courses to participate in community-based research for satisfaction of course requirements; (2) students who wish their education to include experience in applied social-action research will know that they can come to ARLO to select from among a broad range of projects those that fit their particular interests (3) 10% or more of all graduate and undergraduate students will work on an ARLO project at some stage of their study at Stanford; (4) nearby community groups and public agencies will have found ARLO to be a reliable and effective channel to seek out Stanford faculty and students to help conduct needed social-action research; (5) student and faculty participation in ARLO projects will demonstrate that this kind of experience can meet strict criteria for the awarding of academic credit; and (6) the more experienced ARLO staff themselves will be increasingly valuable resources to the community. ARLO will provide a model for linking the resources of an institution and a community while building effective educational experiences for students.

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At a time when the economy is depressed and when faculty mobility from one institution to another has been dramatically reduced, universities must somehow devise strategies not only to maintain current programs at a respectable level of quality, but to allow for change. Many universities, with greatly reduced budgets and high tenure ratios in traditional departments and programs, are finding it increasingly difficult to maintain excellence while accommodating new and high demand initiatives. A humane and possibly effective way is to retrain in related disciplines or sub-disciplines of growing or high enrollment.

Toward this end within the State University of New York (SUNY), the SUNY Project on Faculty Retraining was established on July 1, 1976, on a pilot basis. The first year (1976-77) was devoted to establishing the program and selecting candidates for retraining during part or all of the 1977-78 academic year. Participating schools were initially limited to twelve SUNY campuses in the northeastern part of New York State: seven community colleges, one agricultural and technical college, three state university colleges and one university center.

In March of 1977 a first group of five men and three women were selected for 1977-78 retraining from a total of eleven applications approved at the campus level. They were awarded grants encompassing the categories of relocation, course development, trainee travel, and books and materials. In addition, home campuses provide assistance of up to one semester at full salary or two semesters at half salary. Where possible, tuition waivers are also made available. These candidates are from the disciplines of education, English, history, German, physical education and sociology and are retraining in the fields of anthropology, business administration, economics, geography, journalism, reading education, recreation, speech and dramatic arts, and student personnel. Four are retraining at SUNY units within the pilot area, one at another SUNY unit, two at private universities in New York State, and two at universities in Michigan and Massachusetts. Their retraining period vary in length from three to fifteen months.

On the basis of experience in the pilot area, a decision was made in August 1977 to expand the retraining area to include all interested campuses within the SUNY system, allowing them the opportunity to submit applications for retraining during the spring of 1978. Simultaneously, the campuses will begin the process of selecting candidates for the 1978-79 academic year. The Project is expected to continue through 1979-80.

Experience thus far suggests that retraining does provide a desirable and workable approach to meeting new program needs and demands within SUNY under circumstances of reduced resources and high tenure ratios. It further suggests a model which can be adopted by many other institutions of higher learning in the United States confronted by problems of a similar nature.

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Empire State College, a nontraditional college whose mandate is to provide educational alternatives through individualized education, is currently carrying out a successful program, serving some 4,000 to 5,000 students per year. The population that the program serves is spread throughout the state of New York and is diverse in demography and educational demands. The logical next step is to develop collaborative programs with the more traditional colleges in the State University system. A large, multicampus university offers, in theory, a huge array of resources that should promote the development of individualized programs for a diverse clientele; but as individual units of a geographically dispersed system, no single campus can focus effectively individualized education. Attempts can be made, but, unless there is some catalyst, the changes for success are slim and the growth rate is slow. It is apparent, then, that pedagogic and budgetary rationales necessitate the instigating of collaborative programs that would increase the ability of a large university system to adapt resources, both campus and non-campus, for the development of new learning alternatives in the service of the adult who wishes or needs the alternative approach to education. The collaborative program has two immediate goals. First, the opportunity for the individualized mode of education is open to many more students; and second, the faculty and staff of the collaborating colleges are introduced to this instructional mode as a pedagogic alternative.

The project meshes the resources and expertise in individualized instruction of an innovative, experimental college (Empire State) with the formal academic programs, continuing education components and community resources of traditional, residential colleges: two four-year colleges, a two-year Agricultural and Technical College, and a consortium of public and private institutions. A faculty member who is trained in the individualized, contract mode of instruction is located at each of the four locations with resource support from the host colleges. Faculty members of the participating colleges are invited to be involved in the instruction process, and faculty development workshops are provided to acquaint the faculty with the approaches of the individualized mode of education. The program is closely coordinated by joint efforts from the participating colleges and Empire State College, with faculty and administrators from all quarters being involved in the setting of criteria and programs.

The project will offer to the campuses a model by which they can build and adapt their own programs for the adult and integrate them into the curricular offerings or adopt the Empire State College program as a separate but symbiotic endeavor to provide an educational alternative. The project will introduce more faculty to this mode of instruction and to the problems of teaching the adult student. Finally, the project will be an excellent testing ground for the establishment of truly cooperative and collaborative programs between and among individual units of a large State University system.

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Migrant farmworkers, because of their mobility and low socio-economic status, are among the most educationally disadvantaged populations in our country. It is estimated that 90% of migrant students drop out before completing high school, and of the small number who are eligible for post-secondary programs, most cannot afford to go. Many migrant children are not aware of attainable careers other than farm work because of their limited opportunities for advancement and weakened self-images in traditional school programs.

The Migrant Education Opportunities Program is an East Coast model project, utilizing already existing networks in the national Migrant Program, such as the computerized Migrant Student Record Transfer System, and the National Migrant State Directors Association, to serve migrant youth between the ages of 13 and 18 in the areas of career awareness, counseling and supportive services in high school and post-secondary programs.

Over a twelve-month period, project staff are (1) conducting a survey of the number and type of secondary and post-secondary migrant programs in the East Coast states, number of interstate migrant youth between the ages of 13 and 18 as identified by the Migrant Student Record Transfer System and local migrant programs, and resources presently serving migrant youth and those with the potential of doing so; (2) preparing and disseminating a student newsletter for mailing to each student in the school he is attending (this newsletter includes information on careers, prerequisites for these careers, schools of post-secondary programs that meet the students' needs, financial assistance, self-concept enhancers, role models, tools for assessment of interests and abilities, Department of Labor job forecasts, supportive service resources, and articles written by the students themselves); (3) establishing a one-to-one follow-up visitation system between the migrant youth and migrant program or CETA staff in the appropriate geographic area; (4) establishing easy access by the youth and others to the project's resource center, which includes relevant career, guidance and financial information; (5) assisting in the actual transition of migrant youth from high school or an equivalency program, to a post-secondary program of their choice. An important part of the project is the sensitization of guidance personnel and administrators in both secondary and post-secondary programs, to the needs of migrant youth.

The expected outcomes of the Migrant Educational Opportunities Program are to increase the number of in-school migrant high school students and those who pursue education beyond the secondary level, through intensive career awareness and supportive services. In addition, the program will provide assistance to the youth in overcoming major financial deterrents to encourage them to pursue post-secondary education.

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Although the rooted quality of rural life is characterized by a reluctance to travel far from home, record numbers of rural women are seeking educational opportunities to prepare for careers. These rural women are reentering traditionally female, service-oriented occupations in which financial reward is and will remain quite limited. Returning women have typically been educated by schools and colleges which prepared them to work as short-term, secondary earners in occupations which translate women's unpaid family service to the world of paid employment. Six colleges, two-year and four-year, community and liberal arts, in the Mid-Hudson Valley of New York State share an appreciation of the need for making compensatory educational programs attractive and accessible to geographically isolated, home-centered women in the surrounding rural communities.

Project Second Chance is a new two-year educational program primarily for women residents of Dutchess, Orange, Sullivan and Ulster Counties who have interrupted their education for at least two years, have been responsible for homemaking for their families, and want to explore a career in the field of accounting, banking, engineering, finance, government and politics, industrial management, insurance, restaurant management, retail management or sales, all growth fields for women in the 1980's. Operating from a Project-site at the State University College at New Paltz, the program utilizes community women to coordinate the outreach programs in their rural areas; motivating radio programming and newspaper columns in rural weeklies on topics of concern to working/family women, highlighting local women in Project-featured careers or in educational programs preparing for these careers; lifework planning pre-college courses offered in rural towns and taught by participating college faculty or staff and by local women in Project-featured careers; circulation of the Project Directory, a listing of Project participants by name, address, phone number, and career and educational backgrounds, offering women a resource of other women with similar interests in their own communities; mentor-internships services, including math and test anxiety clinics, vocational testing, assertiveness training and family/career counseling, which Project staff train participating college staff to deliver at each campus.

The college network consists of Marist College, State University College at New Paltz, Orange County Community College, Sullivan County Community College, Ulster County Community College and Vassar College. Each college appointed a Board Coordinator who serves on the Project's Advisory Board with the Program Director, the Community Director, Community Coordinators and Project participants enrolled in one of the participating colleges or employed in one of the featured career fields. The Board develops and shares information on barriers to full involvement of rural women in the colleges, learns new approaches to development of existing college offerings to meet more fully the special needs of rural women.

The Project will help six colleges adapt to serving a new population of adult students; increase community awareness of adjustment problems and unexpected benefits families encounter in becoming dual career families; and provide emerging management/professional women in the Mid-Hudson Valley enriching, professional, collaborative experience in working with other women toward common goals.

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Stony Brook's analysis of the current ineffectiveness of undergraduate education was formulated in its Self-Study in terms of an eclipse of academic community:

(1) a proliferation of courses that atomized the curriculum, resulting in incoherence for the students and mutual unintelligibility for the faculty; (2) an isolating withdrawal on the part of each group from normal patterns of interactions; (3) deeply-rooted student discontent with faculty performance and vice versa; and (4) an oppressively impersonal academic environment. The Stony Brook experiment addresses these problems as functions of (1) the absence of relation and interaction among the specialized courses; (2) ignorance on the part of students and faculty as to the academic expectations of the other; and (3) the lack of support, guidance and preparation for the intelligent use of freedom in a large university setting. The emphases of this reform are thus placed upon novel, integrative, bridging and advising structures.

The principal integrative thrust is introduced by federating already existing courses into decentralized, autonomous, temporary educational units with definable objectives. Each unit, composed of six courses with thematic coherence representing six different disciplines, assumes total responsibility for the education of the students in its three-semester life-span. The six faculty so assembled integrate their courses into an academic program, addressing lacunae and needed prerequisites in an additional core course which they teach together. At the conclusion of each of the programs, students write a six-credit individual thesis in a tutorial with one of the participant faculty, which relationship endures as an advising system.

The principal bridging mechanism is embodied in a new kind of teaching professional, the Master Learner. This person is recruited from the ranks of our tenured faculty to study for two years in an area in which (s)he is comparatively inexpert. Master Learners provide a model to students, interpret the expectations of faculty and students to each other, and provide sustained teaching evaluation to the faculty, all on the basis of presence as a student in the classes of participating teachers. The Master Learner's only teaching activity will be in a new kind of course, a Meta-Seminar. Therein no new or additional material is introduced and the attempt is made to assist the students in learning to learn, to integrate the material of the other courses and develop confidence in their own ability to think and write in non-passive, creative fashions.

As of Spring 1978, four Federated Learning Communities will be in various stages of existence. Over the next four years, ten communities will have been created, involving seventy faculty and roughly a thousand students. Faculty participation is facilitated by a cycle of differentiated responsibilities in which compensation is given for a four-semester overload commitment to undergraduate teaching in the form of reduced obligations in the fifth semester. Student participation is facilitated by incorporation of the ten programs into distribution requirements and into the structure of minors and majors.

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Suomi College
Hancock, Michigan

The commitment to open access and equal educational opportunity has brought new "non-traditional" students to college campuses. Lacking achievement and motivation, students find it as easy to exit as it was to enter. The human and economic losses become a matter of each institution's conscience and integrity. Non-success diminishes the likelihood that students, already academically impaired, will strive again for educational attainment.

The mission of Suomi College, a two year private college, reflects the commitment to open access and a seriousness of purpose and dedication to the disadvantaged. Founded in 1896 by Finnish immigrants the college has provided educational opportunity to students in America's Northland for three generations. Today, the college is open to youth from the Upper Peninsula who have grown up in a region of severe rural, cultural, economic and educational isolation. Additionally, foreign and inner city students are provided an educational alternative as evidenced by a ten percent American Black and a ten percent Micronesian student population.

Suomi College is engaged in an exploration of processes which hold promise for improved learning outcomes. A departure from a stereotyped lecture/test design of instruction is provided by an approach embodying the theories and concepts of a Piagetian based curriculum. The program extends the theories of Piaget to the postsecondary level to effect improvement of teaching strategies and the total learning environment. In Piagetian-designed instruction, the leadership role of the teacher is changed from disseminator of information to that of a cooperative planner guide and facilitator. A Piagetian approach emphasizes cognitive structure as opposed to content and has a goal of improvement of student competency to plan individual development, to solve problems, locate information and communicate effectively.

Conferences for faculty focus on Piagetian concepts and on classroom implementation. The conferences examine micro-teaching, problem solving, integrated learning, psycholinguistics, values clarification, creativity, drama and achievement motivation. Consultants and visiting speakers add expertise to faculty involvement and action-oriented study sessions. Suomi College envisions an enriched learning environment and an increased awareness of the disadvantaged student's psychological needs.

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Recent efforts to provide new types of information which may facilitate student choice among postsecondary education options have been stimulated by 1) increased availability of need-based student aid; 2) a diversification of both student clientele and educational opportunities; 3) federal and state efforts to regulate practices of questionable ethics in student recruitment; and 4) legal actions by students which have challenged the accuracy and completeness of information supplied by institutions. During 1975-1977, the Fund supported development of institutionally-based models for presenting more detailed and candid information to prospective students. Despite considerable progress by this National Task Force on Better Information for Student Choice, the process by which students use information in making postsecondary decisions is not well understood and few attempts have been made to utilize consistent definitions or a normative data base which might assist students in interpreting information. In addition, states are now beginning to develop plans for new Educational Information Centers with little attention to whether the information they provide to students will be accurate and useful.

Project CHOICE (Center for Helping Organizations Improve Choice in Education) works with institutions and other agencies in improving information for student choice and develops models and policy alternatives for future efforts by both governmental and nongovernmental agencies. CHOICE provides services to all institutions in the form of audiovisual materials, newsletters, technical manuals and advice. The primary focus of CHOICE efforts, however, will be a group of twenty colleges selected from applicants in spring 1978 to engage in a coordinated program of information improvement. The colleges will be selected because of their commitment to information improvement and their willingness to engage in experimentation leading to more knowledge about the impact of new types of information on student decision making. Administrative teams from these institutions will participate in a workshop during summer 1978, launch their campus-based projects with CHOICE assistance, and in 1979 become part of a consultant network to expand CHOICE services to other interested colleges.

Over a three-year period CHOICE plans to 1) disseminate current knowledge about the process of improving information for students and resulting educational and organizational benefits; 2) act as a clearinghouse about improvements in information for student choice; 3) utilize recent experience of the Better Information Task Force and other available models in encouraging institutions to undertake planned information improvement; 4) provide consultant services to institutions engaged in coordinated attempts to make information comparable for students; 5) systematically analyze the impact of more complete and accurate information on student decision making and organizational functioning; and 6) generate policy alternatives based on institutional efforts.

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Tuskegee Institute
Tuskegee Institute, Alabama

At Tuskegee Institute, an institution historically committed to the education of blacks, there is such diversity in students' socio-economic and educational backgrounds that English instructors cannot assume that freshmen have a common base of communications skills from which to work. Neither separate compensatory writing classes nor tracking of students according to reading level and writing skill is provided in composition classes. The problem, then, is to provide a course which can meet the needs of all members of this diverse student population, challenging the better students while encouraging those at the lower extreme to acquire the writing skills needed for success in other college courses.

Last year the project personnel developed and tested materials for a personalized mastery approach to the two-semester freshman composition course and a one-semester technical writing course. These materials were designed to meet the student at his level of ability and to help him both acquire and retain needed writing skills; they are sequential and stress editing and summarizing as well as expository techniques and special writing assignments. Based on comments and "quibbles" from a board of reviewers and on their own experience in using the materials, the project personnel revised the units for use and testing during 1977/78.

Now in its second year of funding, the project will focus on evaluation. A thorough internal analysis of the materials and the approach is planned. Quantitative evaluation begun during the 1977/78 academic year will yield data on the effectiveness of the individualized approach compared to the traditional and other approaches used at Tuskegee Institute. Extensive pre- and post-testing as well as follow-up studies of experimental and control groups will provide the basis for evaluation.

It is expected that this project will affect not only the students it is designed to reach but also instructors and future teachers. The materials and the approach can be adopted or adapted at other institutions where the student population or a segment of it is similar to that of Tuskegee Institute. Finally, the results of the evaluation may provide some new information for teachers of writing who are looking beyond the traditional approaches to teaching.

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The Union for Experimenting Colleges and Universities
 The University Without Walls/Ohio - Columbus Center
 Columbus, Ohio

The probable doubling of world population over the next 25 to 30 years on our planet along with the reality of finite resources requires major changes in our country's technology. In addition to making our technology less environmentally destructive, we need to develop alternative patterns of living and production in order to effect a rapid conversion to renewable energy and recycling. Our industrial-production system and the ways in which scientists work in the university and in industry do not always translate advanced knowledge into forms that are sufficiently simple, low cost, and practical to be directly used by citizens needing to respond to newly-recognized energy and material resource limitations. The specific objective of this project is to initiate and establish an Institute for Community Science and Appropriate Technology (ICSAT) within the University Without Walls Program in its Columbus, Ohio center. It will provide an undergraduate education in applied science and technology that is appropriately-scaled and oriented to address the problem summarized above. The University Without Walls/Ohio is an undergraduate program leading to a Bachelor of Arts or Bachelor of Science degree and is an alternative to traditional education -- one that attempts to integrate life and work into a learner-centered academic degree program.

Learners in the ICSAT program are involved in two basic seminars that provide an introduction to the basic issues of appropriate technology and the provide an introduction into specific methods of analysis and research for appropriate technology. A resource center is available to the learners and a statewide and national network of specialists in small-scale, human sized technologies is being developed. Special resource persons from throughout Ohio and the United States assemble in Columbus for monthly mini-conferences with the learners and with the larger community. Programs of study include, but are not limited to, the following: community planning, conservation and renewable resources; low cost, energy-efficient housing; energy conservation; environmental education and management; and solar technology. This is the first year of a three-year grant.

As a result of this program students will be able to design an individualized baccalaureate program that is oriented to their interest in appropriate technology. The program will provide Ohio students with the intellectual and technical tools they need to make the transition from the present industrial civilization, which is hopelessly dependent upon hydrocarbon fuels, to a pattern of life, work, consumption, technology and agriculture that fits within a solar budget of renewable energies and a just distribution of the world's available resources. In addition, the students will become part of a larger network of persons dedicated to accomplishing the above goals. Finally, the students will become competent in establishing further programs in the larger human community that will influence society's movement toward developing more appropriate technologies.

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University for Man (UFM)
Manhattan, Kansas

A complaint frequently heard in small towns across the United States is that "there is nothing to do." The disenchantment of many youth with their local opportunities is resulting in both a general outmigration of young people and the failure of other youth to return home after college graduation. The proportion of elderly citizens in Kansas, particularly in smaller communities, is increasing, which means fewer people in the productive age groups. Many small Kansas communities are declining, as they become less and less able to provide either full employment or full services for their members. This trend, if it is not reversed, could mean the loss of an enormously rich cultural heritage which characterizes small town life.

University for Man (UFM), a community education organization in Manhattan, Kansas, has been involved in the revitalization of community life for over eight years. The agency creates and develops all types of educational opportunities which are free of grades, credits, costs and prerequisites. The experiences of the staff have convinced them that within every small community are individuals who possess information and skills worth sharing and also individuals who want and need access to these talents. The problem, as UFM sees it, is that few public mechanisms exist for linking people together so that learning and sharing can occur. Over the past two years UFM has successfully developed programs of free university-community education in 12 rural communities in Kansas using local volunteers as course and project leaders. Class topics spanned broad areas of human interest and social concern; for example, The Fate of the Small Farmer, You and the Law, Metrics, Death and Dying, Wagner Appreciation, Creative Writing, County History, several languages and various arts and crafts.

Having demonstrated the effectiveness of this education concept in meeting the needs of adult learners (11 of the 12 projects are continuing under their own local resources) there is now a critical need to train leaders in other communities, to further refine the free university-community education model, and to develop systems by which this model of education can be regionally and nationally replicated.

A new project has been developed which makes available to the state of Kansas a cost-effective and humane system of educational delivery based on community needs. Training workshops and technical assistance in developing free university-community education projects are provided, a training manual is being developed, and a monthly newsletter is being published.

After two years we hope to have developed a national model for free university-community education project development with a strong network of individuals and groups around this state which will be involved in a variety of community education projects responsive to local needs. This in turn will have led to a greater recognition of the vast number of human resources which are available right on our doorstep, and thus, providing a huge revitalization of interest in small rural communities.

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For the last six years the Vermont State Colleges system has taken the first steps in developing a lifelong learning program for Vermont adults through the Community College of Vermont and the Office of External Programs' Assessment of Prior Learning services. Both low access adults and working people seeking re-entry or mid-career change have been consistently requesting one further extension of postsecondary education- an external baccalaureate program tailored to their special educational and personal needs. Two problem areas prevent Vermont adults from attaining the higher education they deserve and desire: 1) A flexible baccalaureate program designed especially for adults, bound to home and work locations, does not exist in all areas of the state; 2) Many faculty in the campus based institutions have not previously been called on nor trained to act as facilitators within a flexible program designed for the "new" adult clientele.

The External Degree Program (EDP) is focused on the following solutions to the two problem areas: 1) the EDP is designed to provide the flexible time scheduling and minimal travel required by working adults. The methodology of the "learning contract" will be used in order to facilitate the fit between the students on-the-job learning, cognitive style needs, time commitments and the degree program. 2) Faculty members in the participating institutions will serve as "mentors and tutors" to students. The faculty will become familiar, both directly through workshop training, and indirectly through working closely with adult students, with the diversity of developmental stages and cognitive styles adult learners bring to higher education.

The new EDP is designed to be an upper division program built on an inter-institutional cooperative model. The EDP will operate on a "resource intensive" basis which will facilitate flexibility and minimize fixed overhead by utilizing the combined resources of both public and private campus-based colleges. In the first year, three institutions will participate, each serving 20 students. The second year, two institutions will be added in the start-up phase, and each of the original institutions will expand to sixty students. The third year of this three year project will have five institutions fully involved with a total of three hundred students. Within this statewide plan for lifelong learning, institutional autonomy and program consistency will be assured as follows: 1) Each of the participating colleges will control its own part of the program; 2) The Office of External Programs will retain administrative coordination and quality control over program consistency across the state. Thus a model plan for a centrally administered, statewide inter-institutional cooperative lifelong learning program which fully integrates adult development and learner needs will be developed, practiced, and evaluated in Vermont.

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A recent survey at the University of Washington shows that more than half of our professors in the humanities and social sciences find student writing "inadequate" to "poor." Most frequently cited problems: weak organization, inaccurate phrasing, and faulty mechanics. Many professors are particularly concerned because they realize that badly formed expression often reflects problems in thought. Yet they are not accustomed to analyzing expression problems or to commenting on them in the kind of detail that can give students the guidance they need. Students do receive detailed comment on their written work in our traditional English composition classes, but the kind of writing they do in those classes is commonly quite different from what is required in other course work and in later job-related activities. It is not possible within the structure of the traditional composition class to take adequately into account the problems of managing objective material and developing thought.

As a way of improving students' ability to express themselves fully, accurately and effectively, the University is now offering interdisciplinary writing classes. The special virtues of the new classes are engendered by the situation in which writing instruction is offered: the writing classes are linked with lecture courses, so that teachers who have expertise in writing can work with students who share an investment in material, as well as actual purpose and a specific audience for which to write. Preliminary drafts of essays to be submitted in the lecture course are part of the required work in the writing class. When writing instruction is offered in the context of material which students are studying, the relation between form, content and purpose can be illustrated specifically. Furthermore, a student learns by working with complex material how in refining expression one refines his concepts, in effect, refines his thoughts.

During 1977-78, the first year of this two year grant, the University's interdisciplinary writing classes are being linked to offerings in History, Political Science and Sociology; next year the program will expand to include at least two more disciplines. The new classes, informally known as "writing labs," accompany both lower division surveys and upper division courses in which there is a substantial enrollment of departmental majors. In most of the accompanied lecture courses, very large numbers of students are enrolled. The writing lab classes are limited to twenty students each; a lab constitutes an unusually well focused and productive learning situation, since there students actively manipulate material which is of common interest, and give critical attention to the ways significant ideas are expressed.

The Interdisciplinary Writing Program also generates useful interaction between faculty who specialize in teaching writing and faculty in the subject disciplines. The writing lab teachers join lecturers and their teaching assistants in regular meetings, where they help to design assignments, define and analyze writing problems, and suggest practical, specific types of comments. We expect the association of writing labs with lecture courses to improve the response made to writing problems and, by increasing awareness of writing as learning experience, to bring about the assignment of more writing in lecture courses. We also expect to establish that instruction in expository writing is more effective when presented in the context of specific materials and writing occasions. The development of this approach to writing instruction will have important implications for the design of many composition programs, particularly those in large institutions.

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Difficulties with mathematics or a dislike of mathematics and consequent avoidance of study of the discipline are common among college students, both male and female. Studies have demonstrated that women are even more seriously affected than men. In the past two years both Wellesley College (under an Alfred P. Sloan Foundation grant and a Fund grant for the second year) and Wesleyan University, Middletown, Connecticut (under a Fund grant) have been developing programs for reducing anxiety about mathematics and remediating mathematical skills in order to encourage students to enter regular mathematics courses and mathematics related careers. The present project is a continuation and expansion of both of these programs.

In the spring of 1976 the Mathematics Department at Wellesley College began the development of a special one-semester course, entitled "A Discovery Course in Elementary Mathematics and its Applications". The course is designed for women students who have dropped the study of mathematics but who now wish to improve their quantitative skills. It contains many components not found in traditional mathematics courses: a two-hour weekly "laboratory" period; a lecture series featuring women professionals who use mathematics in their careers; materials which stress the applications of mathematics in the humanities and social sciences; and a teaching method designed to decrease mathematical anxiety in the students. In addition to this course, the Mathematics Department is offering two four-week non-credit courses. One is a precalculus course for students who need some preparations, but not a semester's worth, in order to enter the regular calculus sequence. The other course is designed to prepare juniors for professional examinations.

During its second year, the Wesleyan University Math Anxiety Project enlarged and extended the diagnostic, therapeutic and remedial activities that were established during 1975-76. The goal remains to learn more about various aspects of mathematical anxiety in undergraduates and adults. Among the activities are: interviewing individuals who express (or do not express) anxiety about mathematics; testing these individuals for facility in algebra, extent of spatial intuition and psychological attitudes toward math and science; intervention in the form of credit and non-credit courses and tutorials tailored to meet the needs of some of these individuals for specific information and general support; tutoring undergraduates enrolled in "regular" courses to identify their problems with math and to help overcome them; offering workshops led by experienced people at other institutions for Wesleyan faculty, staff and students and for teachers in local schools. In June 1977 Wesleyan and Wellesley jointly sponsored A Training Institute on the Treatment of Mathematics Avoidance and Mathematics Anxiety in College Level Students and Adults. Sixty individuals representing a wide variety of academic institutions participated in the institute.

The project is being evaluated by psychologists at each of the institutions. The project will be deemed successful if (1) women who claimed prior to college that they would not take any mathematics actually enroll in a mathematics course and/or (2) women who aspired to non-quantitatively-oriented careers previous to their experience in the project change their plans and enter quantitatively-oriented careers.

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The scarcity of women in positions of academic leadership in nearly all colleges and universities hinders the educational and motivational development of women students, who now constitute nearly half of all undergraduate enrollments. Further, the effectiveness of existing women administrators is limited because of their very scarcity: they do not constitute a critical mass in most institutions, and hence their influence on students and colleagues is greatly diluted. Existing underrepresentation of women among academic administrators is the result of past bias as well as professional socialization which has produced relatively few women who possess both the necessary academic background and the technical managerial skills needed for administration. While the pool of highly qualified academic women is growing rapidly, few of them are attaining administrative posts because they do not have administrative training or experience.

To increase the pool of women qualified to enter or advance further in administrative positions in higher education, Project HERS is offering a series of technical skills seminars for women faculty and entry to mid-level administrators in the New England area. The 100 selected participants attend five weekend seminars in educational administration and management skills which are held at Wellesley College during the academic year 1977-78. The specific focus of each of the seminars is: Fiscal Management (Nov. 3-7, 1977); Organizational Behavior (Jan. 6-8, 1978); Leadership Skills (Mar. 3-5, 1978); Management Information Systems (Apr. 7-9, 1978); and Government and University Relations (June 9-11, 1978). Also attending the seminars are participants-observers from other regions who plan to replicate the seminar series in their own areas.

To test the effectiveness of the skills learned, participants are given assignments at the end of each seminar which use the material they learned at the seminar. Participants work together during the interim period between seminars to complete assignments; with the hope that this shared work will develop communication links between the participants.

During the second year of the grant, training materials will be edited and prepared for dissemination. An extensive evaluation is planned to determine if attending a series of technical skills seminars leads to an improvement or expansion of job descriptions or advancement in administrative positions. The initial applicants were randomly selected into an experimental group (100) who participated in the first series and a control group (100). The experimental and control groups are to be followed for the three years to determine the effectiveness of the seminars. During the third year the control group will be offered a series of technical skills seminars similar to the first series.

The primary goal of this project is to enlarge the pool of women qualified to exercise academic leadership in higher education. The project has been designed to achieve that goal by: providing direct skills training for 200 women faculty and entry to mid-level administrators; facilitating the establishment of a professional and support network of women administrators in the New England area; encouraging the replication of the program through the participation of observers from other regions and through preparation of training materials for dissemination.

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To provide graduate level curricula for working students residing in locations remote from the central campus, most universities and colleges offer evening classes on a demand basis. This mode of delivery often results in sporadic and unsystematic offering of courses, leaving students with limited opportunities in completing a viable program of graduate studies. Faculty lose much time in travel and cannot adapt their instruction to the time constraints imposed by the students' full time employment.

To meet these problems, the Board of Regents established the West Virginia College of Graduate Studies (CGS) in 1972. CGS has adopted several strategies in providing graduate education to working students. CGS has no campus and offers only post-baccalaureate work. Faculty are centrally located in leased facilities in the Charleston and Beckley areas, and all classes are held in the evening at locations throughout the southern region of the state. While this form of delivery has been successful in the Charleston area, the present CGS model has failed to resolve many of the same problems encountered by more traditional colleges in meeting the graduate education needs in remote counties.

The project is in the second year of a two year grant, and resource centers have been established in two of the rural counties. These centers house instructional resources which enable students to complete graduate courses on an individual basis. Students enrolled in courses attend the center to select and complete learning activities in achieving course objectives. Four education courses have been developed and copies of the course manuals are available upon request. Additional individualized education courses and a college wide statistics course are being developed during the second year of the project. The essential strategy of the project is to construct the courses with existing predesigned instructional materials developed at other universities and colleges. The project staff are identifying, securing, and assessing various educational materials and courses and adapting them to meet the objectives of CGS courses.

It is anticipated that the project will provide a cost effective program of graduate studies for full time employed students residing in remote locations. It is intended that the centers will increase available educational resources, increase opportunities for individual faculty-student interaction, allow students to receive instruction in a mode consistent with their style of learning, and allow students to complete course requirements at a rate consistent with the time constraints imposed by full time employment. It is also expected that the project will demonstrate an efficient method for colleges with limited instructional development capabilities to develop individualized graduate courses by adapting existing instructional materials.

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Wheaton College
Norton, Massachusetts

Wheaton, like other colleges, has found its entering students increasingly unevenly prepared. Many are uncertain of grammar, a fact also attested by teachers in the foreign languages. Many are weak in the organizational skills needed for coherent written work. Even the basically competent have stylistic problems. We wish to avoid the onus of remedial sections for the poorest writers, yet we find that many need a great amount of individual attention. We feel that the English Department faculty needs to be trained in a self-paced method, so that we may cope more easily with the current wide range of student needs. We have also been concerned with the problem of regression among students who have been helped to reasonable competence in their 100-level courses and then in later years begin to write less well. Faculty in other disciplines have also been disturbed with this backsliding.

The Program for Writing Competence addresses both these problems. A resident expert conducts laboratory classes taught by the Functional Writing method developed by A. D. van Nostrand at the Center for Research in Writing in Providence, R.I. These serve to demonstrate the method to Wheaton faculty who then spend two weeks in the early summer in an intensive seminar that introduces them more fully to the method. The classes also serve as a first training ground for student tutors, and as places where new exercises and other teaching materials can be devised that are particularly suited to the needs of Wheaton students. The Classes also provide a core of students whose progress can be compared with that of students taught by traditional methods. All students are pre-tested as they enter 100-level courses and again at the end of the term, as a way of comparing results of the two teaching methods. A close study will also be made of 60 traditionally trained students and 60 from the Functional sections at varying points in their college careers to determine the effect of a tutoring network that is being established.

In addition to the nine full-time members of the English Department who take the summer seminar, sixteen faculty selected from other disciplines are being introduced to Functional Writing. These faculty can then work with a group of student tutors trained in the method, first by the expert, and increasingly by others in the English Department. Problems in the written work handed in for non-English courses will be diagnosed by the specially trained faculty, who then call upon student tutors who can work with individual student writing difficulties. In addition to training given in the freshman sections, these peer tutors get training in the techniques of tutoring from the Education Department, where they will earn course credit for their tutoring. They also have special materials devised by the resident expert to fit the particular writing problems that Wheaton Faculty find in student work.

The Program should enable students to write better throughout their college careers and when they graduate. They will be able to get individualized help not only in their 100-level English courses, but also all during their college years. This additional support over a long time may help make literate, well-organized writing automatic. Any materials developed at Wheaton can, of course, be shared with other institutions, either directly or through the intermediation of the Center in Providence.

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The William Paterson College of New Jersey
Wayne, New Jersey

A significant number of the 300 four year public colleges in America were converted from state teachers' college status to multi-purpose institutions during the 1960s, experiencing quantum growth in the process. As just such an institution, The William Paterson College of New Jersey came to recognize that in the speed of conversion, two critical gaps had formed in the empirical foundations of academic program development: (1) we knew very little about our new and larger constituency except what conventional entrance requirements and diagnostic testing revealed; and (2) we knew less about the appropriateness and effectiveness of the General Education curricula instituted during the period of change and growth.

In 1975, and through the vehicle of a special Freshman Seminar program, we instituted a participant/observer project to produce a rich, descriptive topology of entering learners at William Paterson. In the course of teaching, learning, and describing our freshmen, we redefined our problem under two related rubrics: (1) As our entering freshmen have been alienated from learning and lack a personalized value system, they seek a false sense of ownership of their education in early specialization and a consuming focus on their majors. (2) The damage of this focus is reinforced by a fragmented General Education curriculum (with random disciplinary distribution requirements) that does not prepare students to achieve the meaningful academic identity they seek, and is thus an inadequate transition to higher learning.

Over a three year period, the new project seeks to articulate a set of General Education goals for entering four year public college clientele, and to suggest some productive means for achieving them. Using the Freshman Seminar program as a teaching/research vehicle, we are exploring the effectiveness of five distinct General Education course modalities developed in response to the needs of entering learners as identified in our preliminary topology: Futures Modelling, Master-Learner, Touchstone Text, Institutional Self-Study, and Research Tutorial. In each project year, a controlled sample of one third of our entering freshmen will take one course in two of the five modes. Regardless of mode, each class initially emphasizes the development of communication skills and the sense of community, and produces a written curriculum by the 6th week of the semester. Each mode is also designed to produce beneficial longitudinal effects such as increased fluency in the use of learning resources, capacity for self selection of educational goals and procedures, adaptability to a variety of learning situations, enthusiasm for learning, and skill in communications and group problem solving. A rotating 18 member faculty team meets both monthly and during a special June staff seminar period to refine the description of entering freshmen and to generate testable hypotheses concerning the objectives of General Education in the context of the public college.

In the second and subsequent years of the project, comparisons will be made between students who took the special curriculum and those who did not. With an admittedly melioristic bias, we expect to discover how to refine, weed out, and/or augment the five course modalities. And in cooperation with existing national efforts in assessment, we hope to contribute to the redefinition of effective General Education, a notion that often seems to elude precise formulation and measurement.

Project Director:

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Women's Inner City Educational Resource Center (WINNERS)
Boston, Massachusetts

Many women from low-income minority have nowhere to turn for assistance when they decide to return to school or want to get a job. The services available through traditional institutions often do not respond to the day-to-day problems of women who must often singularly raise a family and work at the same time. Furthermore, many of these women are reluctant to approach a system that has not served them well in the past. To address this problem, WINNERS was established in 1973 in central Boston to meet the needs of inner-city women who want new careers or decide to return to education. This community-based center staffed by urban women, sensitively serves the mature urban woman by acting as a vigorous and independent advocate to upgrade services to this population. A major goal of the project is to provide services at a low cost while at the same time becoming a self-supporting agency. Toward this end, WINNERS has received a \$50,000 grant from the city of Boston and is contracting for services with area colleges and universities.

Educational planning and counseling are major emphases of the Center. Based on careful assessment of the goals, skills, and the family, financial and work situations of each client, opportunities for further education or training are explored. Specific institutions and programs are identified and assistance in the mechanics of application to the program is provided to clients by the Center staff. Subsequent to admission and enrollment, the Center offers counseling, skill development opportunities, and a forum for dealing with problems of survival and success in the institutions. An ongoing tutorial program is available to clients throughout the academic year. WINNERS has developed an extensive resource capacity relative to educational, financial, and job opportunities for women in the Boston area. Expansion and updating of this information as well as advocacy efforts on behalf of its clients assure that the Center is in continual communication with institutions and community agencies.

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**University of Wisconsin System
Madison, Wisconsin**

This project is designed to institute an ongoing process for information sharing about new approaches to undergraduate teaching. In 1971 the University of Wisconsin System initiated an Undergraduate Teaching Improvement Program designed to improve teaching at the 13 four-year campuses, 14 two-year centers and statewide university extension which comprise the System. While the program has been successful, the success of a faculty member or members on a campus has been localized and is often unknown to colleagues on other campuses within the System. Furthermore, most faculty do not readily seek out and adopt innovative educational methods and materials (other than textbooks) developed by colleagues in the profession. The objective of this program is to create ongoing intra- and inter-institutional mechanisms for information exchange, workshop demonstrations and resource sharing.

To accomplish this objective, a systemwide Undergraduate Teaching Improvement Council is being created to assist in developing and administering the program. The Council is composed of two persons from each University of Wisconsin System institution (there are 15), a voting faculty member and a non-voting administrator serving in an ex officio capacity.

In the first year of the two-year grant period, the Council is articulating project objectives, inventorying campus needs, identifying System teaching improvement resources (particularly those developed through the Undergraduate Teaching Improvement Grant program), and evaluating the potential for applicability of those resources in the System. The Council determines which formats for dissemination will best suit teaching improvement resources--for example, description in the project newsletter, discipline-specific resource catalogs, educational telephone network conferences, system teaching improvement workshops, etc. In the first year of the grant, trial projects in each of these formats are to be completed and evaluated. In the second year, activities planned during the first year will be fully implemented on an institutional and a System basis. The Council will also create ongoing intra- and inter-System evaluation procedures.

The Council is expected to become a permanent source of stimulation of teaching improvement and the project as a whole integrated into the spectrum of faculty development programming in the University of Wisconsin System. Another objective is to demonstrate an information sharing model which might be employed by other multi-campus systems, consortia, and regional combinations of public and private universities and colleges.

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University of Wisconsin
Oshkosh, Wisconsin

During the next two decades, many postsecondary institutions will exist in a no-growth environment. The inability to draw upon new resources and the resultant decline in faculty mobility and higher proportions of tenured faculty make the establishment of effective faculty development programs an urgent priority for those who seek to maintain quality academic programs.

Responding to this problem, the University of Wisconsin-Oshkosh has initiated a Faculty College which is designed to provide continuing opportunities for faculty to renew their intellectual vitality and further their professional growth. The program is facilitated by a new academic calendar which removes traditional time constraints and permits the reallocation of university resources. Faculty are periodically freed from regular responsibilities in order to participate in short courses and workshops.

The present project develops a new dimension to the Faculty College and evaluates a model for disseminating ideas for change between postsecondary institutions. Four strongly inter-related activities are being carried out. First, the project develops and conducts sessions within the Faculty College which focus on topics related to University of Wisconsin-Oshkosh's emerging programs in time- and space-free instruction and which involve presenters from other institutions. Second, the project supports faculty participants from other institutions to attend the Faculty College. Third, the project is supporting a special four-day program that explores alternate strategies for institutional change which can be sustained without external resources. Finally, the project is assessing the effectiveness of this model for diffusion among institutions.

It is expected that the project will influence other institutions to adopt selected strategies for institutional change and renewal from the Oshkosh Calendar Plan. In addition, a monograph describing alternate models for redistributing institutional resources to support renewal will be developed.

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The number of American Indians with professional training in Natural Resources is very small, and university level programs are not attracting or retaining sufficient numbers of Indian students in the field. Indian Tribes however, hold vast reserves of natural resources and are faced with the problem of contributing to the nation's needs for energy and materials, while maintaining a sound economic and environmental base for their reservation and people, and preserving their cultural values. Since very few non-Indian professionals on campuses or in state and federal agencies have working knowledge or even awareness of tribal traditions, the limited technical assistance available to tribes is often inappropriate or inadequate for the reservation situation.

UW-Stevens Point has an outstanding College of Natural Resources, a history of services to and involvements with Wisconsin Tribes, and an excellent program of academic supportive services. In addition, the campus attracts many American Indian students to its various majors, including Natural Resources. The grant from the Fund has enabled the university to provide a program that: (1) attracts about 20 Indian students per year, with a retention rate of better than 80%; (2) furnishes technical assistance in environmental matters to Indian Tribes; and (3) includes relevant courses and materials for Indian students in all majors while non-Indian students and instructors have opportunities to learn about the concerns, cultures, and contributions of tribal people.

In this second year of the three year grant, the program has established the needed personal and academic student support services, developed meaningful courses and other educational experiences, and provide practical applications of classroom knowledge. The learner-centered approach focuses on the characteristics and needs of Indian students, while the curricular developments are accessible to all students and faculty. University professionals and project students make up technical assistance teams that go to the reservations on request to work with tribal governments in resource planning, management, and inventories.

The project will prepare American Indians to assume professional roles in the fields of Natural Resources, and will provide a revised curriculum for all students which will include the Native American viewpoint. Project developed materials and program descriptions are available for replication or adaptation by other institutions and/or in other courses of study.

Project Directors:

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Woodbury Associates is addressing two problems which confront low and moderate income adults; (1) the inadequacy of the traditional postsecondary educational system to provide career-related education for adults whose education has been interrupted and (2) the inability of the present legal delivery system to provide sufficient low-cost legal services.

This small humanistic program assists 30 adults acquiring the skills, competencies, knowledge, and attitudes necessary for them to pursue new careers as legal workers. The program integrates academic coursework with a focused practical internship under the supervision of an attorney. The training stresses the development of problem solving skills through legal research and writing; and investigation, interviewing, and advocacy. The curriculum is tailored to the career goals of individual students as well as the special needs of the Vermont Bar. Successful participants are awarded thirty academic credits and a certificate. The program is certified by the Vermont State Board of Education.

Special features of the program include: (1) the introduction of Counseling/Human Relations training in the legal curriculum; (2) an on-site legal clinic which serves as laboratory for learning and a model for the delivery of low-cost, high-quality legal services; (3) a clinical internship for third-year students from Vermont Law School, which provides these students with the unique opportunities to train as part of new 'legal service delivery teams' with paralegals as well as to receive training in practical competency areas and counseling skills.

The objectives of this program include the development of a replicable model of competency-based education for new careers for adults that integrates academic and experiential learning; the development of an educational model that provides for the training of professionals and paraprofessionals in one setting; and the development of a model for providing low-cost, high-quality legal services to members of the community who are presently not receiving legal service. Woodbury Associates is also producing a manual for the operation of the clinic, which should be of value to practitioners who are interested in this new model of legal service delivery, which is characterized by extensive use of paralegals, and humanistic practice of law in which all practitioners are skilled in human relations/communications/counseling skills.

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Worcester Junior College
Central New England College of Technology
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The principal challenge of those schools of technology which choose for themselves objectives defined in phrases such as "real world," "hands on," and "world of work" is the selection and acquisition of laboratory equipment which can truly accomplish the goals of the educational program. Not only do such acquisitions strain the capital purchase budgets of these institutions; when purchased such equipment is often in some simplified educational version or sits in a vacuum, stripped of the complementary apparatus required in the genuine industrial setting. Further, rapidly developing technology quite often reduces the useful life of such purchases.

The Industrial Laboratory Project is an exploration of the multifarious industrial resources of the Worcester, Massachusetts, area; a determination of those resources usable as laboratory exercises in baccalaureate level technology education; a negotiation of cooperative agreements whereby Central New England College of Technology students employ high technology resources at cooperating industries as laboratory materials under the direction of both the technology instructor and his counterpart in the cooperating industry.

It is hoped that the Industrial Laboratory Project (a) will demonstrate ways of reducing capital expenditures for technology education while also improving the quality and the relevance of the laboratory exercises (b) will provide a means for up-grading instructor skills by maintaining intimate ties with industry (c) will establish contacts through which students will be able to enter engineering employment with immediately usable skills (d) will provide industry with academic contacts through which information and mutual assistance may flow (e) will provide similarly situated colleges of technology with a model for their own laboratory development.

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York College
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When Open Admissions was instituted at The City University of New York in 1971, non-traditional students began to attend York College, and what had been concern over our students' weak writing skills changed to alarm. These students were severely handicapped in all their academic work by their inability to write standard English prose without making basic errors. The old methods of teaching composition were unable to help these students: because their speech usually did not approximate standard English, they had little intuitive understanding of standard sentence structure and grammar; and the traditional kind of cognitive learning, where ideas were first learned in theory, and then (supposedly) simply put into practice, was ineffective against non-standard writing habits.

Eventually, however, teachers of basic writing began to develop more effective teaching techniques, often based on linguistic research, to help these students master the forms of standard written English: pattern practice, controlled composition, and sentence combining. At the same time, free writing came to be recognized as a powerful way to free beginning or inexperienced writers from their rhetorical paralysis at the fear of making mistakes.

During the first year of funding, we are combining the sophisticated techniques just mentioned to develop a cost-effective laboratory-centered basic writing course (the first in our three-course composition sequence). Our traditional course has met for five hours a week; students in the experimental course meet with the instructor for only two hours a week, and spend the remaining three hours in an autotutorial writing laboratory. There they work on the forms of standard written English, using audio and video materials and individualized written exercises. The new pedagogical techniques permit the isolation of particular problems and the use of repetitive drill to master them. Since such exercises have an easily determined right or wrong answer, an inexpensive paraprofessional rather than an expensive faculty member can correct them. The instructor is thus left free to use the classroom for rhetorical aspects of writing.

During the second year of funding, we will evaluate the program, comparing papers written by students in the experiment to those by students in control classes, in two ways: holistically (for overall quality), and by error-count.

The expected outcomes of the project are as follows: (1) development of a laboratory-centered basic writing course; (2) development of an evaluation plan to measure the progress of students in basic writing courses; (3) evidence that the experimental course is at least as effective as the traditional course (we think it will be far more effective) in preparing students to move on to the next course; (4) upon adoption of the experimental model, a savings to York College of about one-third of costs annually for every 25 classes in basic writing; (5) publication of classroom and laboratory materials as textbooks and workbooks; and (6) replication of the project by institutions with similar student populations.

Project Director:

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Project Associates:

Mary T. Epes
Carolyn G. Kirkpatrick

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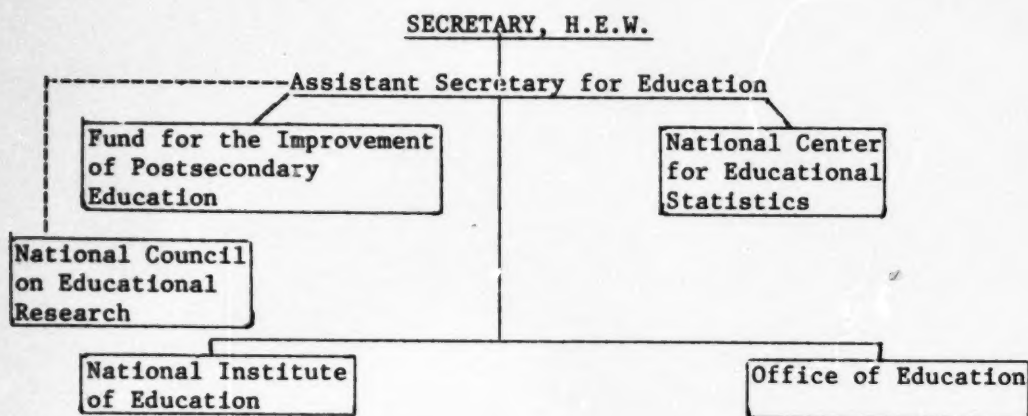
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